DOCUMENT RESUME

ED 470 024 EA 032 037

AUTHOR	Bailey, Gerald D.; Ross, Tweed; Bailey, Gwen L.; Lumley, Dan
TITLE	101 Tips, Traps, and To-Dos for Creating Teams: A Guidebook for School Leaders. Guiding Groups To Become Teams, Facilitating Them To Become High-Performance Teams, and Empowering Them To Become Technology-Based Teams.
INSTITUTION	National Educational Service, Bloomington, IN.
ISBN	ISBN-1-879639-61-0
PUB DATE	1998-00-00
NOTE	378p.
AVAILABLE FROM	National Educational Service, 1252 Loesch Road, Bloomington, IN 47404 (Item No. BKF00069, $89). Tel: 812-336-7700; Tel: 800-733-6786 (Toll Free); Fax: 812-336-7790; e-mail: nes@nesonline.com; Web site: http://www.nesonline.com.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC16 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; *Leaders Guides; *Leadership Training; *Team Training; *Teamwork

ABSTRACT

Using teams is an effective way to meet the challenges of breaking down teacher isolation, halting curriculum fragmentation, and creating a learning organization. This guide is designed to help school leaders train groups to become teams, guide them to become high-performance teams, and empower them to become technology-based teams. It contains practical exercises and techniques that have been field-tested by hundreds of practitioners, whose suggestions have been incorporated to make the exercises meaningful for future users. Section 1 presents information and advice on getting teams started, including background information, why one should become a team member, setting agendas, acquiring basic team skills, building unity among team members, making team decisions, dealing with strife in a team environment, and coaching teams. Section 2 focuses on high-performance teams, describing their characteristics, building unity among members, dealing with strife, evaluating team effectiveness, and coaching teams. Section 3 presents technology-based teams, managing different levels of technological expertise, presenting background information, experimenting with technology-based teaming skills, decision-making, dealing with strife, and coaching teams. Each section concludes with a list of suggested readings. (Contains 63 references.) (RT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 470 024

101 TIPS, TRAPS, AND TO-DOs FOR CREATING TEAMS

A Guidebook for School Leaders

**Guiding Groups to Become Teams,
Facilitating Them to Become High-Performance Teams,
and Empowering Them to Become
Technology-Based Teams**

by Gerald D. Bailey, Tweed Ross, Gwen L. Bailey, and Dan Lumley

Best Practices Series
National Educational Service
Bloomington, Indiana 1997

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

EA 032037

BEST COPY AVAILABLE

R. Ross

Copyright © 1998 by National Educational Service
1252 Loesch Road
Bloomington, Indiana 47404
(812) 336-7700
(888) 763-9045 (toll-free)
FAX: (812) 336-7790
e-mail: nes@nesonline.com
www.nesonline.com

All rights reserved, including the right of reproduction
of this book in whole or in part in any form.

Cover design by Bill Dillon

Printed in the United States of America

Printed on recycled paper

ISBN 1-879639-61-0

About *101 Tips, Traps, and To-Dos for Creating Teams* and the National Educational Service

The mission of the National Educational Service is to provide tested and proven resources that help those who work with youth create safe and caring schools, agencies, and communities where all children succeed. *101 Tips, Traps, and To-Dos for Creating Teams* is just one of many resources and staff development opportunities NES provides that focus on building a community circle of caring. If you have any questions, comments, articles, manuscripts, or youth art you would like us to consider for publication, please contact us at the address below.

Staff Development Opportunities Include:

Integrating Technology Effectively
Improving Schools through Quality Leadership
Creating Professional Learning Communities
Building Cultural Bridges
Discipline with Dignity
Ensuring Safe Schools
Managing Disruptive Behavior
Reclaiming Youth At Risk
Working with Today's Families

National Educational Service
1252 Loesch Road
Bloomington, IN 47404
(812) 336-7700
(888) 763-9045 (toll free number)
FAX (812) 336-7790
e-mail: nes@nesonline.com
www.nesonline.com

NEED MORE COPIES OR ADDITIONAL RESOURCES ON THIS TOPIC?

Need more copies of this book? Want your own copy? Need additional resources on this topic? If so, you can order additional materials by using this form or by calling us toll free at (888) 763-9045 or (812) 336-7700. Or you can order by FAX at (812) 336-7790.

Title	Price*	Quantity	Total
101 Tips, Traps, and To-Dos for Creating Teams	$ 89.00		
Staff Development in Technology	89.00		
Planning for Technology	69.00		
Leadership in Technology Set (101 Tips, Traps, and To-Dos for Creating Teams; Staff Development in Technology; and Planning for Technology)	198.00		
Teaching Students to Think	21.95		
Tools and Technologies for Securing Your Future: Administrators At Risk	19.95		
Cooperative Classroom	21.95		
Gifted Learners K–12	19.95		
How Can We Create Thinkers? Questioning Strategies that Work	22.95		
Nurturing At-Risk Youth in Math and Science	19.95		
Parents Assuring Student Success	23.95		
Sharing Thinking Strategies	22.95		
Creating the New American School	21.95		
Principal As Staff Developer	21.95		
Building Cultural Bridges (50-lesson curriculum, grades 7–12)	97.00		
Please add $3 handling and 5% of sales for regular domestic shipments within continental U.S.; or $5 handling and 7% of sales for special and/or non-domestic shipments.			

*Prices subject to change without notice

TOTAL ________

☐ Check enclosed

☐ Money Order

☐ Please bill me (P.O. #________________________)

☐ VISA, MasterCard, Discover, or American Express

Credit Card No.________________________ Exp. Date ____________

Cardholder Signature________________________

SHIP TO:

Name________________________ Title ________________________

Organization ________________________

Address ________________________

City________________________ State________ ZIP____________

Phone________________________ FAX________________________

National Educational Service
1252 Loesch Road
Bloomington, IN 47404
(812) 336-7700 • (888) 763-9045 (toll free number)
FAX (812) 336-7790
e-mail: nes@nesonline.com • www.nesonline.com

Table of Contents

Acknowledgments vii

About the Authors ix

Introduction xi

Section I **Teams: Getting Started** 1

Background Information on Teaming 5
1 Why Teams? 7
2 Why Become a Team Member? 10
3 Benefits and Drawbacks of Teams 13
4 Defining Teams and Teamwork 16

Getting Started 19
5 Agenda Setting 21
6 Team Roles 25
7 Team Size 29
8 Selecting Team Members 33
9 Notebooks 36
10 Naming Your Team 39
11 Membership 42
12 Finding Time for Teaming 45
13 Attitudes about Teaming: Want to Go to a Carnival? 50

Acquiring Basic Team Skills 53
14 Participation 55
15 Team Rules 58
16 Trust Building 61
17 Creativity 64

Making Team Decisions 67
18 Consensus Building 69
19 Fist to Five: A Consensus-Building Strategy 72
20 Brainstorming 76
21 Brainwriting 79
22 Decision-Making Strategies 81

23 Large-Team Consensus Building 85
24 Measuring Opinions 88
25 Multivoting 91

Dealing with Strife in a Team Environment 95
26 Arguments 97
27 Angry People 101
28 Common Team Problems 105
29 Morale 108
30 How Not to Communicate 110

Building Unity among Team Members 113
31 Beliefs 115
32 Cooperation 118
33 Celebrations 121
34 Food 124
35 Humor and Team Productivity 126

Evaluating Team Effectiveness 129
36 Commitment by Contract 131
37 Evaluation and Team Dialogue 135
38 Growth and Progress 138
39 Team Feedback 141

Coaching Teams 147
40 Overcoming Resisters 149
41 Seven Steps toward Increased Team Productivity 152
42 Successful Teams: A Six-Point Reminder for Coaches 155

Suggested Readings for Teaming 159

Section II High-Performance Teams: Enhancing Productivity 161
Characteristics of High-Performance Teams 165
43 Results-Driven Teams 167
44 Success Features 170
45 Team Structures 174
46 Unified Commitment 177
47 Passion 180

Moving beyond Teams to High-Performance Teams 183
48 Identifying Team Responsibilities 185
49 Different Teams for Different Purposes 188
50 Time Management 192

51 Asking the Right Questions 196
52 Elevating Goals 199
53 Goal Clarity 202
54 Empowerment 205
55 Skill Indicators 209
56 Team Effort in Crisis: Flight 232 212
57 Unlearning 215

Building Unity among High-Performance Team Members 219
58 Covenant 221
59 The Team Member's Oath 225
60 Exploring Team Relationships: Going to the Movies 228
61 Random Acts of Kindness 231
62 Playing 234

Dealing with Strife in High-Performance Teams 239
63 Functional Teams 241
64 Interdependence 244
65 Longevity 247
66 Forgiveness 250
67 Eccentricity and Eccentrics 253

Evaluating High-Performance Team Effectiveness 257
68 Benchmarking 259
69 Dipsticking for Team Problems 263

Coaching High-Performance Teams 267
70 The Coach's Pledge 269
71 The Coach's Trench Time 272

Suggested Readings for High-Performance Teams 275

Section III Technology-Based Teams: Using Technology to Expand Productivity 277

Background Information on Using Technology in Teaming 281
72 The Evolution of Computing 283
73 Levels of Technology Use 287
74 Using Technology: Four Team Choices 291
75 Emerging Technologies 295
76 The Internet 298

Getting Started with Technology-Based Teaming 301
77 Managing Different Levels of Technology Expertise 303

8

78 Electronic Meetings 307
79 Electronic Record-Keeping 310
80 Basic Technology Competencies 313
81 Electronic Collaboration 316
82 Electronic Communication 319
83 Electronic Compatibility 322
84 Electronic Social Interaction 325

Experimenting with Technology-Based Teaming Skills 329
85 Attendance and Participation 331
86 Information Literacy 334
87 Search Strategies 336
88 Strategies for Using Electronic Collaboration 339
89 Videoconferencing 343

Making Team Decisions in Technology-Based Teams 345
90 Electronic Brainstorming 347
91 Electronic Polling and Voting 350
92 Electronic Quorum 353
93 *Robert's Rules of Order* 357
94 Open Meetings 359

Dealing with Strife in Technology-Based Teams 363
95 Electronic Cliques 365
96 Flaming 368
97 Sexual Harassment 371
98 Gender Equity in Technology-Based Teams 374
99 Netiquette 377
100 Electronic Verification 380

Coaching Technology-Based Teams 383
101 Electronic Coaching 385

Suggested Readings for Technology-Based Teams 387

Suggested Readings on Coaches and the Coaching Process 387

Bibliography 389

Index 393

Acknowledgments

During the writing of this guidebook, we have received assistance from numerous individuals. Grateful thanks is given to those principals, central office administrators, technology coordinators, and classroom teachers who participated in the research and development (R&D) testing cycles used to create this book.

101 Tips, Traps, and To-Dos for Creating Teams has been field-tested with hundreds of practitioners, and their suggestions have been incorporated to make the exercises more meaningful for future users. We are extremely grateful to those people. Their patience and understanding contributed greatly to our own understanding of teaming. The final organization of this guidebook is based on the feedback of countless students who were trained to function in teams, then in high-performance teams, and finally in technology-based high-performance teams. Without their guidance, the content and sequence of the guidebook could not have been determined. Basically, their message was that teams must learn to crawl before they can walk, and walk before they can fly.

101 Tips, Traps, and To-Dos for Creating Teams would never have been written without the continual support and encouragement of Greg Ross, Shawna Brynildssen, and Julia Hunt of the National Educational Service.

—Gerald D. Bailey, Tweed Ross,
Gwen L. Bailey, & Dan Lumley
Manhattan, Kansas
October 1998

About the Authors

Dr. Gerald D. Bailey is a professor of education in the Department of Educational Administration and a technology consultant for Kansas State University, Manhattan, Kansas.

Jerry is a former classroom teacher, supervising demonstration teacher, and university supervisor. He is author of several technology leadership articles and co-author of *Planning for Technology, Staff Development in Technology, 101 Activities for Creating Effective Technology Staff Development Programs*, and *Technology-Based Learning Methods*. He has also served as a national and international consultant on the topic of technology leadership. Currently, Jerry teaches classes on technology leadership, technology planning, and technology staff development.

Dr. Tweed Ross is an assistant professor of education at Kansas State University, Manhattan, Kansas. He currently teaches undergraduate and graduate courses in educational technology and serves as the director of Technology Services for the College of Education.

Tweed is a former high school administrator and classroom teacher. He has authored numerous articles on technology-based learning, educational technology and planning, and staff development. He is a co-author of *Technology-Based Learning Methods*.

Dr. Gwen L. Bailey is an assistant professor at Kansas State University and a leadership consultant in Manhattan, Kansas.

Gwen is a former alternative school teacher in the public schools and has worked as a grant writer and projects coordinator at Kansas State University. She is the author of several articles and books on adult education and leadership and the co-author of *101 Activities for Creating Effective Technology Staff Development Programs*.

Dr. Dan Lumley is assistant superintendent and technology coordinator at Spring Hill School District, Spring Hill, Kansas.

Dan is a former classroom teacher and principal. He is the author of several technology leadership articles and the co-author of *Planning for Technology* and *Staff Development in Technology*. Dan has served as a national and international consultant on the topic of technology leadership.

Introduction

Why Teams?

The concept of teaming is by no means new. History is rich with examples of teams whose achievements attest to their potential. Consider Edison and his team at Menlo Park; Michael DeBakey and his cardiac surgery team; Robert Oppenheimer and his team of Los Alamos scientists; Watson and Crick with their discovery of the DNA double helix. Think of the Beatles, the Wright Brothers, the Chicago Bulls. The list of teams goes on and on, and there is a wealth of evidence to support their value. Teams increase productivity, improve the quantity and quality of work, decrease absenteeism, and increase motivation.

While there is a long history of teaming in sports, medicine, science, and business, the practice is much newer and less documented in educational and education-related organizations. Despite its relative newness in education, however, teaming is ideally suited to the current school improvement movement, which challenges school leaders to do two things: (1) break down teacher isolation and curriculum fragmentation and (2) create a learning organization. Using teams is an extremely effective way to meet both of these challenges.

Before You Start...

There are several things school leaders must recognize as they work to develop effective teams. While the concept of "a team" may seem familiar and straightforward, it is important to explore more deeply some basic truths that lie behind that concept.

Not all teams are created equal.

There is a major difference between a group and a team. There are also major differences between teams, high-performance teams, and technology-based learning teams. It is important to understand these differences in order to gauge a team's progress.

Often what is called a "team" is actually just a group. In fact, almost every team starts out as a group and evolves over time to become an actual team. If a group is given little training and is left to its own devices, however, it is unlikely ever to evolve into a team.

Groups are characterized by:

- Members who share limited information
- Minimum common purpose
- No common performance

- No joint product
- No mutual accountability
- Supervision by an outside leader

A group can evolve into a team only if members make a commitment to a common purpose and work together to master specific skills. Another key feature of teams is strong internal leadership in the form of a coach.

Teams are characterized by:

- Members who share considerable information
- Clarity of purpose and shared vision
- Common goals, but different motivation(s)
- Coordinated efforts by internal leadership, with receptivity to coaching and feedback from outside the team
- Common working focus leading to a joint product
- Potential to be mutually accountable

With additional practice and skill refinement, a team can become a high-performance team. A high-performance team is characterized by excellence in both its process and product and by a shared vision.

High-performance teams are characterized by:

- Mutual accountability
- Members with complementary skills
- Common purpose, clear goals, and common working approach
- Less dependence on supervisor but high receptivity to coaching

Technology is becoming an increasingly important part of everyday life. Computers have become far more than word-processing tools; they are now integral elements of communication and creation. By capitalizing on the potential of technology, teams can perform well beyond their normal levels of effectiveness. By using technology to strive for a higher form of excellence, they move into the next phase of teaming—technology-based teaming.

Technology-based teams are characterized by:

- Members with an abundance of high-performance team skills
- Members who are deeply committed to one another's success
- Interdependence
- Use of technology (computers, modems, faxes, e-mail, the Internet) as both communication tool and product creation tool

- Members who work and learn anytime, anywhere, together and apart

Teaming is about people collaborating.

Effective teams are synergistic—that is, they collaborate to create a whole that is greater than the sum of their parts. This synergistic collaboration leads to problem-solving, and skilled problem-solving leads to organizational excellence. The essence of teaming is to help organizations reinvent themselves and, in the process, become more than the sum of their parts.

Very few high-performance teams have existed without a "great" coach.

The coach or leader is an important part of the teaming process. The team must want to learn from the coach, and the coach must set high standards for team members and direct them toward meeting those standards. The learning activities and suggested readings on coaching in this guidebook provide school leaders with direction on creating and coaching high-performance teams.

To achieve educational excellence in the 21st century, one of the highest priorities must be to have teams that collaborate using emerging technologies.

With technological advances, educators now have a chance to create something entirely new—teams that not only communicate and collaborate, but that also *learn together while they are apart.* With the current use of the Internet, modems, chat rooms, and listservs, people can communicate with each other around the clock and collaborate on products while in different locations. This removal of "time and place" constraints allows team members to use their time effectively and maximize productivity.

The Teaming Process

This guidebook is based on the belief that teaming is an evolutionary process. Without training, people act as a group when they are asked to be a team. Groups have little common purpose and are highly dependent on an outside leader or coach for direction. Without training, groups exist long enough to complete their task but have little motivation to go beyond that task.

101 Tips, Traps, and To-Dos for Creating Teams is designed to help school leaders train groups to become teams, guide them to become high-performance teams, and empower them to become technology-based teams. Through dozens of exercises, the book provides administrators, technology coordinators, and other technology leaders with the tools they need to build teams.

Although many schools are using teams for site-based decision making, faculty and staff development, and school restructuring, often little time or money has been invested in staff development to help these teams become successful. As a result, education-related teams have been left to fend for themselves in an information void. *101 Tips, Traps, and To-Dos for*

Creating Teams is designed to fill this information void and help leaders who want to combine teams and emerging technologies to transform schools.

Groups that aspire to become teams need to practice, much as athletes on a team need to practice together to become proficient at their game. Over time, with practice, coaching, and feedback, a group of individual athletes learns how to function together as a team. The same is true for teaming in education, business, the military, or medicine. Groups become teams only with practice and hard work. There are several exercises in Section I of this guidebook that help teams practice their skills.

With additional practice, excellent coaching, and skill refinement, teams can become high-performance teams. While this process is evolutionary, it does not occur without vision and coaching. Professional athletic teams do not stumble into being champions; they work together toward a very clearly defined goal, directed by a highly effective coach. The exercises in Section II of the guidebook are designed to refine existing skills and introduce new, advanced skills needed by high-performance teams.

With the last decade's advent of technology, teams have learned how to communicate using computers, modems, e-mail, listservs, chat groups, the Internet, etc. High-performance teams cannot continue to perform as such without using technology. However, because technology is new to education, a great deal of experimentation must take place before its use is widespread. The concept of technology-based teaming is in its embryonic stages, and it will take years for high-performance teams to maximize their effectiveness by harnessing the potential of technology. The exercises in Section III of the guidebook will help high-performance teams experiment and practice with technology.

Guidebook Organization

This guidebook is designed to offer practical, rather than theoretical, information about teaming and to provide the school leader with materials that are both ready to use and easy to use. The materials offered are built on the assumption that the school leader has at least some background and familiarity with the concept of teaming, but desires "ground-breaking" information about high-performance and technology-based teams.

This team "cookbook" is divided into three major sections: (1) Teams, (2) High-Performance Teams, and (3) Technology-Based Teams. Each of the three sections is subdivided into issues that team leaders and coaches will encounter and need to understand as they help their members evolve from groups to teams, teams to high-performance teams, and high-performance teams to technology-based teams.

Section I, "Teams," offers exercises that identify basic skills needed by educators who want to move from group work to teamwork. The school leader can pick and choose specific exercises that will best help his or her group learn how to become a team. Once an exercise is introduced to a group, group members can often guide themselves through the session with minimal assistance from a team leader.

Section II, "High-Performance Teams," offers exercises that help teams become high-performance teams. Teams that aspire to high performance must master the skills identified in Section II in addition to the basic skills in Section I. These high-performance skills permit greater autonomy and less dependence on the coach or team leader. Moving from dependence to interdependence ultimately leads to higher team productivity.

Section III, "Technology-Based Teams," takes high-performance teams one step further. Using the exercises in this section, the school leader can empower teams by exposing them to the emerging technologies. Mastery of these technologies allows teams to *communicate and create* unlike any other teams in history. It is important to recognize, however, that the performance of technology-based teams is rooted in the skills found in Sections I and II. Few teams can become technology-based teams without first mastering these more fundamental skills.

Exercise Format

Organizer Page

Each exercise is prefaced by an Organizer Page to help you structure your ideas and coordinate your leadership of the exercise. At the top of each Organizer Page is the title of the exercise, followed by a brief summary statement about what it entails. Following the exercise introduction is a related quote. You may want to use this quote for your own purposes as you prepare for the team exercise, or you may wish to share it with the team to stimulate higher-level thinking. In the middle of the Organizer Page is a table indicating other exercises in all three sections of the guidebook that are related to the exercise you are preparing. This table is designed to help you navigate the guidebook, find related information easily, and plan for more effective learning and coaching. At the bottom of the Organizer Page is a space for you to write down any thoughts about or plans for presenting the exercise. See the following page for an example.

Background Information on Teaming

1 Why Teams?

The group discusses some of the benefits and drawbacks of using teams.

A team will out-perform a group of individuals every time.

—James B. Miller

For related exercises, see:

Section	Exercise	Page
I	#2—Why Become a Team Member?	10
	#13—Attitudes about Teaming: Want to Go to a Carnival?	52
II	#63—Functional Teams	241
III	#81—Electronic Collaboration	316

Notes/Ideas

Learning Activities

The Organizer Page is followed by the exercise itself. There are eight elements in the exercise format:

1. **Introductory Information**—the title of the exercise, followed by a short series of facts about the basic concept under study
2. **Goal**—the desired outcome of the team exercise
3. **Focus Question**—the specific question the team must resolve in order to achieve the goal
4. **To-Dos**—a step-by-step exercise plan to guide the team toward answering the focus question and meeting the goal
5. **Follow-Up Question(s)**—additional related questions for the team to consider
6. **Tips**—suggestions for working with the team on the exercise
7. **Traps**—common errors to avoid when working with the team on the exercise
8. **References**—sources used in the development of the exercise

How to Use This Guidebook

This guidebook is designed for school leaders who want to develop teams that are tailored to meet their schools' specific needs. The school leader can create a series of seminars, training sessions, or meetings by selecting several of the exercises from the guidebook and presenting them over a period of time (e.g., a semester). Alternatively, the exercises can be used as part of an ongoing staff development program that specifically addresses teaming and the team process.

The first step in using this guidebook is for both the school leader and the team members to complete the Team Audit located on page xix. After completing the audit, participants should be able to determine what stage of teaming they are in and what materials are most appropriate for their staff development training.

The guidebook sections need not be read from cover to cover, but *should* be scanned in a deliberate manner. Initially, it is more important to learn what *kinds* of learning exercises are in the guidebook than to absorb all the content at once. School leaders can use the guidebook like a telephone book, thumbing through the sections to determine what skills need to be developed and what other concepts need to be kept in mind when introducing those skills.

Suggestion #1: Treat the table of contents in each section like the yellow pages in a telephone book. Think about your team problem or question, then "let your fingers do the walking" to find which exercises best suit your particular team's need.

Suggestion #2: Some learning exercises are similar to each other in order to offer alternative training strategies for achieving similar results. Study a variety of alternative exercises to stimulate thinking about your question or problem in different ways.

Suggestion #3: Concentrate on Section I first if you are unfamiliar with the concept of teaming. Many of these learning exercises are designed to build the foundation of teams, which will allow members to move on to higher levels of productivity.

Suggestion #4: Concentrate on Section II first if you are already familiar with and skilled in teaming. Section II learning activities address higher levels of team productivity—high-performance teaming.

Suggestion #5: Concentrate on Section III first if you are most interested in learning more about technology-based teams.

Suggestion #6: Do not assume that this guidebook provides all the information you need about teams and teaming. A bibliography is located at the end of each section and at the end of the book. These suggested readings provide a road map for learning more about teams and teaming.

Suggestion #7: Design or customize your own staff development training program using exercises from this book. First, determine what goal or goals you want to achieve. Second, determine the length of the training period you want to schedule. Third, organize your training program around major team training themes: (1) Getting Acquainted, (2) Basic Information, (3) Skill Development, (4) Practice, (5) Feedback, and (6) Institutionalization.

We hope you find this guidebook helpful as you explore teaming as a strategy for creating learning organizations. Good luck and happy teaming.

Team Audit: Where Do We Start in the Teaming Process?

Directions: Mark whether each statement is true or false about your team. The comments beneath the statements will help you determine what stage your team is in and what exercises you should focus on.

___1. Members in the group do not always share information, adhere to best practices, or have a common purpose, performance, joint work product, or mutual accountability.

If you marked T, this indicates that you are more of a group than a team. Proceed to the table of contents and select exercises in ***Section I: Teams*** *that will help you understand the beginning steps of the teaming process. If you marked F, continue with the audit.*

___2. Members of the group or team are trying to become more productive, but require more clarity about their purpose, goals, and common working approach.

If you marked T, this indicates that your group has a foundation of team skills but may still need more skill development and practice. Proceed to the table of contents and select exercises in ***Section I: Teams*** *that will help the group become a more productive team. If you marked F, continue with the audit.*

___3. The team has an ample number of members with complementary skills who are committed to a common purpose, goals, and working approach for which they hold themselves mutually accountable.

If you marked T, this indicates that your team has the beginning characteristics of a high-performance team. Proceed to the table of contents and engage in exercises in ***Section II: High-Performance Teams****. If you marked F, continue with the audit.*

___4. The team has all of the high-performance team characteristics (mutual accountability, members with complementary skills, common purpose, clear goals, common working approach, less dependence on supervisor, but high receptivity to coaching), but has not maximized the potential of technology as a communication tool and a creation tool.

If you marked T, this indicates that your high-performance team is ready to explore technology as a tool to help you learn together and apart. Proceed to the table of contents and engage in those exercises in ***Section III: Technology-Based Teams*** *that will help the team refine their high-performance team skills with technology.*

Copyright © 1998 National Educational Service

Section I

Teams: Getting Started

Teams: Getting Started

Section I is designed to provide a broad overview of the skills necessary for teams and team-building. The 42 exercises in this section represent the basic skills necessary for understanding and creating teams.

The term "team" is defined as *a collection of people who have a common purpose and are working toward common goals.* A team is different than a group, which is defined as *a collection of individuals with no formal goals or purpose.* To the novice, there may be little difference between groups and teams. For the experienced team member, however, there is a significant difference. As mentioned earlier, teams have the following characteristics:

- Members who share considerable information
- Clarity of purpose and shared vision
- Common goals, but different motivation(s)
- Coordinated efforts by internal leadership, with receptivity to coaching and feedback from outside the team
- Common working focus leading to a joint product
- Potential to be mutually accountable

In contrast, groups have the following characteristics:

- Members who share limited information
- Minimum common purpose
- No common performance
- No joint product
- No mutual accountability
- Supervision by an outside leader

Directions for Getting Started

For an overview of the content in Section I, scan the various exercises and target concepts that look interesting and helpful.

Several of the exercises may look similar in nature. An array of alternative exercises has been created to offer choice and meet the various needs faced by learning and technology leaders. Choose only those exercises that suit your particular needs.

Prior to each exercise, there is an Organizer Page to help you develop your understanding of the teaming concept presented. The activity concept is defined and is followed by a quote designed to stimulate your thinking. A table is also provided, which you can use to locate and read other related exercises found in Sections II and III.

EXERCISES 1-4

Background Information on Teaming

Background Information on Teaming

1 Why Teams?

The group discusses some of the benefits and drawbacks of using teams.

A team will out-perform a group of individuals every time.

—James B. Miller

For related exercises, see:

Section	Exercise	Page
I	#2—Why Become a Team Member?	10
	#13—Attitudes about Teaming: Want to Go to a Carnival?	50
II	#63—Functional Teams	241
III	#81—Electronic Collaboration	316

Notes/Ideas

1 Why Teams?

Teams are becoming a common fixture in non-bureaucratic organizations.

Some of the most valuable ideas in the history of the world have come from teams.

Goal

To discuss why a team can be a highly effective structure for accomplishing tasks and reaching goals

Focus Question

What can teams do that groups or individuals cannot?

To-Dos

1. Explain that there are several proven benefits to working in teams and share the examples provided here. Encourage the team to analyze and discuss why each benefit is associated with teaming (e.g., "What is it about teaming that increases motivation?" "How is it that a team accomplishes more than a collection of individuals?").
    - Productivity increases.
    - Quantity and quality improve.
    - Absenteeism decreases.
    - Motivation increases.
    - The organization's morale increases.
2. Have members think about other times they have worked on teams. Ask them to discuss whether they experienced the benefits listed above, and why or why not.
3. Brainstorm additional benefits and drawbacks of teams.

Follow-Up Question

Do schools and organizations have a choice in using and fostering work in teams? What are their other options?

Tips

- Explore the value of teaming explicitly in the early stages of team development.
- Emphasize that the benefits of teams and team building are not always obvious to individuals.

- Point out that while there are many similarities between teams in sports and teams in work and school, the selectiveness of team membership in sports does not always approximate that of team membership in learning situations.

Traps

- Don't devalue interdependence as a lifelong skill and overvalue independence as the ultimate goal in lifelong learning.
- Don't forget that people who have never been a part of a high-functioning team may downplay the importance of teams.

Background Information on Teaming

2 Why Become a Team Member?

Team members exchange and discuss various reasons for joining a team, including their own motivations.

Teamwork makes it happen!

—James B. Miller

For related exercises, see:

Section	Exercise	Page
I	#1—Why Teams?	7
	#13—Attitudes about Teaming: Want to Go to a Carnival?	50
III	#77—Managing Different Levels of Technology Expertise	303

Notes/Ideas

2 Why Become a Team Member?

People need to closely examine why they want to become team members.

Exploring what you want to get out of the team may help you become a better team member.

Goal

To help members explore their motivations for joining a team

Focus Question

Why do I want to become involved in this team?

To-Dos

1. Brainstorm reasons people might have for becoming involved in teams, and list these ideas on a blackboard or flipchart.
2. Circulate the "Why Become a Team Member?" audit located on the next page.
3. Discuss the ideas on the audit and relate them to the ideas generated previously by the team.

Follow-Up Question

Why is it important to discuss your feelings about becoming a member of a team?

Tips

- Use the following audit in the early stages of team development.
- If applicable, remind members that they have the choice of being on a team or not being on a team. Even in situations where team participation is required, members can influence what kind of experience they have as part of that team.
- Allow team members to share their feelings, even if they do not match the questions on the audit.
- Remind the group that effective team members ask, "What can I do to help the team?" and not "What can the team do for me?"

Traps

- Don't fail to explore what members expect to get out of being on a team.
- However, don't focus too heavily on how members expect to benefit from being on a team; focus instead on how they feel they can benefit the team.

Why Become a Team Member?

Please mark the items that apply.

The reason(s) I want to be a member of this team are:

_____ 1. To become more skilled as a professional.

_____ 2. To become a better player for my organization.

_____ 3. To create new things, products, ideas, etc.

_____ 4. To improve education.

_____ 5. To learn from other individuals.

_____ 6. To create something that I could not create by myself.

_____ 7. To provide leadership for my organization.

_____ 8. To facilitate students' entry into the 21st century.

_____ 9. To transform education.

_____ 10. To learn something about. . .

____

____

____

_____ 11. Other

____

____

____

Copyright © 1998 National Educational Service

Background Information on Teaming

3 Benefits and Drawbacks of Teams

The group explores the advantages and disadvantages of teams and teamwork.

A friend is a gift you give yourself.

—Robert Louis Stevenson

For related exercises, see:

Section	Exercise	Page
I	#1—Why Teams?	7
	#32—Cooperation	118
II	#63—Functional Teams	241
III	#84—Electronic Social Interaction	325

Notes/Ideas

3 Benefits and Drawbacks of Teams

There are both advantages and disadvantages to having people work in teams.

Effective teams know both the up and down sides of teaming.

Goal

To allow team members to further examine benefits and drawbacks of teams

Focus Question

Do the benefits of forming teams outweigh the drawbacks?

To-Dos

1. Have the team identify some of the strengths and weaknesses of teams they encounter in their previous group and team experiences.
2. Are there more benefits or drawbacks listed by team members? Discuss why this might be.
3. Have members examine the list of benefits and drawbacks on the following page and compare it to the list they have generated.
4. Brainstorm how some of the drawbacks might be dealt with, if not eliminated.
5. Have team members discuss when teams are appropriate and when they are not.

Follow-Up Question

Are there benefits and drawbacks that could be added or deleted from the list?

Tips

- Share both advantages and disadvantages of teams with people in the early stages of team development.
- Create situations that allow teams to experience the benefits of teamwork in the initial stages of team development.

Traps

- Don't think that groups and teams are roughly equivalent.
- Don't think that groups are automatically teams, just because they are named such. To be a team, you must move beyond "group" behavior into mutual accountability and shared purpose.

Teams—Benefits vs. Drawbacks

Benefits

- Productivity increases.
- Attitudes improve.
- Commitment increases.
- Teams can be highly motivational.
- Teams increase appreciation of the process.
- Teamwork is more satisfying than working in isolation.
- Effectiveness increases.
- Quality of product improves.
- Errors can be reduced and mastery increased in teams.

Drawbacks

- Teamwork is time consuming, especially as members learn how to function in the group.
- Without training, commitment can be minimal.
- Teams require time to show results.
- Appreciation of process is sometimes slow to develop.
- Teams can give the appearance of chaos or being out of control.
- Effectiveness is not always definable.
- Not all teams produce a product.
- Success is not always measurable.
- Assessment is difficult.
- Teams run counter to rugged individualism endorsed by American culture.

Copyright © 1998 National Educational Service

Background Information on Teaming

4 Defining Teams and Teamwork

Team members determine what the terms "team" and "teamwork" mean to them.

It takes all the running you can do to keep in the same place. If you want to get somewhere else, you must run at least twice as fast.

—Alice in *Through the Looking Glass*
by Lewis Carroll

For related exercises, see:

Section	Exercise	Page
I	#3—Benefits and Drawbacks of Teams	13
	#10—Naming Your Team	39
	#11—Membership	42
II	#49—Different Teams for Different Purposes	188
III	#80—Basic Technology Competencies	313

Notes/Ideas

4 Defining Teams and Teamwork

In the beginning, individual team members must think carefully about what a team is and what teamwork looks and feels like.

Goal

To have team members explore the meanings of "teams" and "teamwork"

Focus Questions

How do different people define the concepts of team and teamwork?

How can we use these different definitions to determine what our team is all about?

To-Dos

1. Define the terms "team" and "teamwork" using the worksheet following this activity. List characteristics of both teams and teamwork.
2. Discuss and analyze responses given by team members.

Follow-Up Questions

How does this information compare to information given by experts who study team building? (For more information on teaming, see the Suggested Reading List on Teaming at the end of Section I.)

Will our concepts of teams and teamwork change as we spend time working as a team? How do we want them to change?

How can we use this information?

Tips

- Have the team define its own meanings before exploring other definitions given by authorities in team building.
- Use the information gathered on the worksheet to build the team contract or covenant. (For more information, see Lesson 36, Commitment by Contract, and Lesson 58, Covenant.)
- Allow new team members to become acquainted with the concept of teaming through introspection and self-exploration.

Traps

- Don't assume that the concepts of team and teamwork will mean the same things to every team member.
- Don't spoon-feed team members the definition of what you think a team should be.

Defining Teams and Teamwork

1. A team **is**:

2. A team **is not**:

3. Teamwork **is**:

4. Teamwork **is not**:

5. List three to five characteristics of teams:

6. List three to five characteristics of teamwork:

Copyright © 1998 National Educational Service

EXERCISES 5–13

Getting Started

Getting Started

5 Agenda Setting

The team discusses how to set and use an agenda.

> *The problem in the United States isn't that we have too many meetings, but that we have the same meeting over and over again.*
>
> —Michael H. Annison

For related exercises, see:

Section	Exercise	Page
I	#9—Notebooks	36
II	#43—Results-Driven Teams	167
	#53—Goal Clarity	202
III	#79—Electronic Record-Keeping	310

Notes/Ideas

5 Agenda Setting

The items on an agenda provide a road map for conducting business—both what and when.

Meetings conducted according to a preplanned agenda tend to be more orderly and more productive.

Accurate minutes or notes that reflect happenings, actions, or team decisions contribute to team continuity and planning.

Team members can be motivated by the use of an agenda as an organizing strategy.

Goal

To learn how to set an agenda and connect it to the next meeting

Focus Question

How can an agenda and meeting minutes be valuable to a team?

To-Dos

1. Study the sample agenda format on page 24.
2. Have team members discuss the purpose of an agenda. Offer the following reminders about agendas and record-keeping:
   - Written agendas—either formal or informal—are characteristic of effective teams.
   - Adhering to a time schedule can help move the team through the agenda.
   - Keeping notes or records of team business should be a common feature of team meetings.
   - The minutes from each meeting should serve as the basis for constructing the next meeting's agenda.
   - Agendas should be circulated to all team members prior to every meeting.

Follow-Up Question

What is the relationship between the meeting minutes and the next meeting's agenda?

Tips

- Have someone other than the team leader keep the meeting minutes.
- Solicit input from all team members when creating the agenda for the next meeting.
- Recognize that minutes represent the collective memory of the team.

Traps

- Don't maintain sloppy notes and records.
- Don't create an agenda without first establishing a common purpose and shared vision. (See Lesson 4, Defining Teams and Teamwork, for more information on purpose and vision.)
- Don't adhere so rigidly to an agenda that you stifle creativity and productivity.

Sample Agenda Format

Date: ____________________

Meeting Time: ____________________

Members Present: ____________________

____

____

	Meeting Activities	Estimated Time
1.	Announcements/Directions	______ minutes
2.	Items for Discussion/Activities	
	____________________	______ minutes
	____________________	______ minutes
	____________________	______ minutes
	____________________	______ minutes
3.	Actions to Be Taken	
	____________________	______ minutes
	____________________	______ minutes
	____________________	______ minutes
4.	Closure/Debriefing	______ minutes
5.	Additional Announcements	

The next regularly scheduled meeting is ____________________.

____

Signature of Recorder

Copyright © 1998 National Educational Service

Getting Started

6 Team Roles

The group discusses and role-plays various team roles, including team leader, process observer, recorder, timekeeper, and coach.

Delegating work works, provided the one delegating works, too.

—Robert Half

For related exercises, see:

Section	Exercise	Page
I	#42—Successful Teams: A Six-Point Reminder for Coaches	155
II	#44—Success Features	170
	#55—Skill Indicators	209
III	#95—Electronic Cliques	365

Notes/Ideas

6 Team Roles

In a successful team, members play several roles: (1) team leader, (2) process observer, (3) recorder, (4) timekeeper, and (5) coach.

Team members need information about and opportunities to practice these roles.

Goal

To explore the various roles found in successful teams

Focus Questions

What are the roles found in successful teams, and what are their purposes?

How can each team member determine which role he or she should play?

To-Dos

1. Circulate the "Team Role Chart" on page 28.
2. Have team members study the various roles and their responsibilities.
3. Provide examples of how each team role is essential to the success of the team.
4. Role-play various situations that might arise in the context of team activities. Have team members volunteer to play one of the roles for a designated time period (20 minutes). Allow team members to discuss their experiences.
5. Rotate roles until team members become comfortable with the various roles.
6. In a debriefing session, allow team members to choose what role they would prefer to play in the team. Have them explain why.

Follow-Up Questions

Why is it important that all roles on a team be filled by someone?

Is one team role more important than another? Why or why not?

Tips

- Allow team members time to become comfortable in all team roles.
- Allow team members to choose which roles they want to play in the initial stages of team building.
- Point out that individual talents and abilities make team members proficient in different roles, and that this diversity creates a stronger team.

Traps

- Don't expect team members to become proficient in team roles immediately. Allow several sessions of practice.
- Don't allow one team member to play the majority of the roles (i.e., to dominate) without giving other members an opportunity to explore various roles.

REPRODUCIBLE

Team Role Chart:
Roles That Facilitate Team Effectiveness

Team Leader/ Facilitator	Team Process Observer	Team Recorder/ Timekeeper	Team Member	Coach/ Teacher
• schedules, arranges, and conducts meetings • organizes meetings with set, body, and closure • asks questions • protects rights of team members • facilitates goal-setting and activities to achieve goals • serves as liaison to coach • builds consensus	• keeps track of team progress and interaction • encourages participation • works with team leader to improve team • works with members on team skills	• takes minutes, notes, etc. • keeps track of time during meetings • provides agenda at leader's request	• contributes to discussion • prepares for meeting • offers ideas to others • fulfills team roles when void exists	• champions work of team • facilitates development of team • supports team with resources • provides team with knowledge when asked • facilitates cross-team training • resolves conflicts

Copyright © 1998 National Educational Service

Getting Started

7 Team Size

Members discuss the ideal size for a team, weighing the advantages and disadvantages of large and small teams.

> *Excellence and size are fundamentally incompatible.*
>
> —Robert Townsend

For related exercises, see:

Section	Exercise	Page
I	#4—Defining Teams and Teamwork	16
	#8—Selecting Team Members	33
	#11—Membership	42
	#23—Large-Team Consensus Building	85
II	#55—Skill Indicators	209
III	#92—Electronic Quorum	353

Notes/Ideas

7 Team Size

A team can be too small or too large. The right size for a team is not always easy to determine.

The complexity of the task and the desired quality of communication significantly affect the preferred size of the team.

As a rule of thumb, the ideal team size is four to six members. However, an effective team could be as large as 8 to 15 members or—in business and industry—as large as 50 to 60 members.

Goal

To provide coaches and team leaders with insight on determining appropriate team size for different kinds of tasks

Focus Questions

What is the ideal size of a team?

When is a team too large? Too small?

To-Dos

1. Have members exchange ideas about how to determine the ideal size of various teams.
2. Using the lists on page 32 to get started, have members brainstorm the strengths and weaknesses of both small and large teams.
3. Have members talk about their experiences with small and large teams.
4. Diagram the best types of meeting areas and seating arrangements for both small and large groups.

Follow-Up Question

What factors should be considered when determining team size?

Tips

- Keep team numbers small to enhance communication in the team.
- Avoid having more team members than are legitimately needed. Determine the size of your team by how many useful team roles there will be.
- Keep team numbers small if people have to share limited resources (e.g., computers, work space, etc.).

Traps

- Don't think there is only one "right" team size that can be used effectively.
- Don't fail to consider all the variables when determining team size.
- Don't overlook the fact that there are tradeoffs to both small and large teams.

How Can Team Size Affect Team Effectiveness?

When teams are too small:

Ideas go unchallenged by divergent thinkers.

The same people generate ideas, which produces similar thinking over time.

Team members do not get to explore a variety of team roles (e.g., leader, recorder).

Cross-teaming (i.e., teams working with other teams) is prevented.

Members do not feel they have enough human resources to accomplish their goals.

When teams are too large:

Equally distributed team dialogue is lost because there are too many people.

Too many team members cannot get their ideas heard by all other team members.

It is easier for some team members to remain uninvolved and unmotivated to become involved.

Team members find it difficult to get to know other team members on a personal basis.

Group behavior and productivity can be better controlled by committee-based leadership (i.e., setting an agenda, following *Robert's Rules of Order*).

Group members feel there are too many people to work efficiently.

Copyright © 1998 National Educational Service

Getting Started

8 Selecting Team Members

The group considers what criteria should be used in selecting team members.

> *When the character of a man is not clear to you, look at his friends.*
>
> —Japanese proverb

For related exercises, see:

Section	Exercise	Page
I	#6—Team Roles	25
	#11—Membership	42
II	#49—Different Teams for Different Purposes	188
III	#95—Electronic Cliques	365

Notes/Ideas

EST CO AVAILABLE

8 Selecting Team Members

Selecting the right team members is essential to team success.

Selecting team members should be based on the concept of balancing—bringing together people with different strengths.

Goal

To consider what criteria should be used when selecting team members

Focus Question

How can we select team members who will maximize team effectiveness and success?

To-Dos

1. Tell the team the following story:

   An 80-year-old man was about to give up golf because of poor eyesight. He could hit the ball well, but he couldn't see where it went. So the doctor teamed him up with a 90-year-old partner who had perfect eyesight.

   The first day they played, the 80-year-old man hit his first drive and asked his partner if he saw where it landed. His partner answered, "Yep."

   "Where did it go?" asked the 80-year-old man.

   The 90-year-old man said, "I don't remember."

2. Tell this second story, which relates to what individual members bring to the team.

   There are two workmen in the old country. One stops every 20 feet to dig a hole beside the street. As soon as he is finished, his companion fills it, and they move on.

   A passerby asks, "What are you doing? You dig a hole and fill it up. You're accomplishing nothing."

   One of the workers says, "You don't understand. Usually there are three of us, but Frank is home sick today. I dig the hole, Frank sticks in the tree, and Lloyd here puts the dirt back in the hole. Just because Frank is sick doesn't mean Lloyd and I have to stop working."

3. Discuss the implications of the two stories for selecting team members.

Follow-Up Question

How can you ensure that each team member brings something to the team that the other team members do not have?

Tips

- Balance team membership on the basis of strengths and weaknesses.
- Provide examples of how people with different strengths can balance each other in cooperative efforts.

Traps

- Don't ignore the importance of balance and diversity when forming a team.
- Don't overlook "quiet strengths." Team members who are less vocal or who tend to work behind the scenes can be just as valuable as the more visible, leadership-oriented members.

9 Notebooks

Getting Started

The team discusses the importance of keeping consistent and accurate records.

Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.

—Francis Bacon

For related exercises, see:

Section	Exercise	Page
I	#5—Agenda Setting	21
II	#68—Benchmarking	259
III	#78—Electronic Meetings	307

Notes/Ideas

9 Notebooks

Consistent and thorough record-keeping is a hallmark of effective teams.

All the documents that guide the team from one meeting to the next must be maintained.

A three-ring notebook can contribute to the longevity of a team by becoming its "collective memory."

Goal

To explore the need for record-keeping in successful team functioning

Focus Question

Why is record-keeping essential to the efficiency and effectiveness of teams?

To-Dos

1. Purchase three-ring binders for all team members and distribute them.
2. Discuss the types of documents team members should keep in their binders.
3. Hand out the list of record-keeping documents found on the following page and suggest that members use it as a checklist for compiling their notebooks.
4. Discuss the implications of sloppy record-keeping in team activities.

Follow-Up Questions

Why is it important that everyone have a copy of team records and products?

What happens when record-keeping is made the responsibility of one individual rather than the total team?

Tips

- Explore the importance of keeping records prior to purchasing the three-ring binders.
- Use a three-hole punch on all handouts circulated to team members.
- Pay attention to detail, but don't let it lead to distraction.

Traps

- Don't underestimate the importance of record-keeping by all team members.
- Don't allow sloppy record-keeping to bog down the committee because no one can remember decisions or previous actions by the team.

Notebook Documents

______1. Minutes

______2. Team Covenant (For more information on team covenants, see Lesson 58, page 221)

______3. Team Contract (For more information on team contracts, see Lesson 36, page 131)

______4. Mission Statement (a brief, concise statement that articulates the team's vision and goal)

______5. Upcoming and previous agendas

______6. Timelines

______7. Interactive Plans (Action Plans)

______8. Products produced by team

______9. Other important documents

Copyright © 1998 National Educational Service

Getting Started

10 Naming Your Team

After discussing the significance of team names, team members choose formal and informal names for their team.

The beginning of wisdom is to call things their right names.

—Chinese proverb

For related exercises, see:

Section	Exercise	Page
I	#3—Benefits and Drawbacks of Teams	13
II	#58—Covenant	221
III	#78—Electronic Meetings	307

Notes/Ideas

.EST C… …AILABLE

10 Naming Your Team

Giving your team a name is more than a token activity. Names are important because they help provide team identity.

Team names should reflect team beliefs and actions.

Informal names should reflect what teams think they are, while formal names should reflect what they want to be known for.

Goal

To choose a team name as a strategy for securing an identity

Focus Question

What name should your team adopt and why?

To-Dos

1. Brainstorm different names for teams, including teams that everyone is already familiar with.
2. Explore the different connotations for the names you have brainstormed.
3. Using the form on the following page, have members suggest both formal and informal names for your team.
4. Select a team name, using a decision-making method the team is comfortable with.

Follow-Up Questions

What purposes do team names serve?

What is the value of formal and informal names?

Tips

- Review a wide variety of names before settling on a team name.
- Be sure the team name reflects the true purpose, beliefs, and personality of the team.
- Allow team members to select the team name rather than giving it to them.

Traps

- Don't underestimate team naming as a strategy for securing team identity.
- Don't allow teams to "live down" to informal, negative names.
- Don't rush to name your team. It may take several meetings and some creative thinking to arrive at the right name.

Naming Your Team

Every team should have a name, either formal or informal. Informal names can reflect how team members perceive their team, while formal ones can project the image they want their team to have. Read through the following examples of informal and formal names, and see which of them reflect the make-up of your team and the image you want your team to have.

Informal Names	**Formal Names**
Soulmate Team	Technology Staff Development Team
Opposites Attract Team	Third-Grade Curriculum Integration Team
Best Friends Team	White County Schools Standards Coalition
Business Arrangement Team	Elmwood High School Task Force on Literacy
Passionate Team	Washington Township Friends of the Arts
Four Peas in a Pod Team	Commission on Cultural Diversity
Automatic Pilot Team	Curriculum Selection Committee
Fairy Tale Team	School/Career Competencies Team

After considering the examples above, think of names that are most appropriate for your team.

My favorite informal name for our team is:

This informal name communicates the following about our team:

My favorite formal name for our team is:

This formal name is appropriate because:

AVAILABLE

Copyright © 1998 National Educational Service

Getting Started

11 Membership

The team analyzes the "demographics" of its membership.

Nothing makes an organization rust like distrust.

—Unknown

For related exercises, see:

Section	Exercise	Page
I	#36—Commitment by Contract	131
II	#44—Success Features	170
	#58—Covenant	221
III	#98—Gender Equity in Technology-Based Teams	374

Notes/Ideas

11 Membership

Shaping and facilitating a team is much different than forming a group that may only come together occasionally.

The make-up of a team—its members' various strengths and weaknesses—is one of the most important factors in a team's effectiveness.

Goal

To analyze the make-up of team membership and identify elements that are missing

Focus Questions

What is the make-up of our team membership?

Are we lacking any crucial elements in our membership?

To-Dos

1. Discuss the concept of balance in team membership—of having team members bring different strengths and types of experience to the team. Point out that a diverse range of viewpoints and skills is likely to lead to broader team discussions and better problem-solving and product creation.
2. Discuss the "demographics" of your team membership using multiple criteria, including:
   - Diversity of skills—do team members have various areas of expertise, which allow the team to become synergistic?
   - Diversity of backgrounds—do team members have different training and experience?
   - Diversity of personality types—do team members have a variety of personality characteristics, which allow for creativity and different perspectives?
   - Diversity of intelligences—do team members have different strengths and areas of understanding, which allow for creativity and uniqueness?
3. Have team members assess whether the team, as it stands, has all the membership elements necessary to be effective. If not, have members identify what is lacking (e.g., a member with a specific technical background, a teacher from a specific school or age group, a member with an administrative perspective, etc.) and propose a process for finding the right new member(s) to fill that gap.

Follow-Up Question

How can teams adjust to accommodate changes in membership (i.e., new members)?

Tips

- When appropriate allow members to volunteer, rather than selecting them for teams. Only select or recruit if you have a specific need to fill.
- Use multiple strategies for determining team membership. No one strategy works best in all situations.

Traps

- Don't allow participants to determine who they want as team members without ensuring that due consideration is given to all the skills, backgrounds, personality types, and intelligences that a well-balanced team will require.
- Don't fail to provide ways for participants to join and withdraw from teams in an orderly fashion in the early stages of team development.

Getting Started

12 Finding Time for Teaming

The team learns ways to reconfigure or allocate time within a schedule to make time for teams.

> *What people don't understand is that there really are more than twenty-four hours in a day.*
>
> —T. Boone Pickens

For related exercises, see:

Section	Exercise	Page
I	#3—Benefits and Drawbacks of Teams	13
II	#50—Time Management	192
III	#82—Electronic Communication	319

Notes/Ideas

12 Finding Time for Teaming

Finding time for teams means reexamining the way we do things—rethinking our total educational organizational structure.

Some strategies for finding time for teams are freeing time, restructuring time, scheduling common time, using time more effectively, and purchasing time.

Goal

To understand how we can better use time when creating and scheduling for teams

Focus Question

How can we use time-management strategies to enhance the potential success of teams?

To-Dos

1. Examine and discuss the five time-management strategies at the end of this activity.
2. Have team members add any other strategies that would work for their school district or building.
3. Determine which strategies are most appealing and feasible for your school or organization.

Follow-Up Questions

Are the five strategies practical?

Is there a more systemic approach to solving the problem of time?

What external support would be necessary to implement any of the strategies identified?

Tips

- Allow team members to share the responsibility of deciding how to handle the issue of time.
- Have all stakeholders participate in addressing the issue of time.
- Use e-mail in team communication as a time saver.
- Remember that teams need time both to work as a team and learn as a team (i.e., learning is as important as committee work).

Traps

- Don't try to implement teams without addressing the issue of time in a significant way, ensuring that time for their work will be provided.

- Don't allow the team leader to assume total responsibility for finding time for the team.

Finding Time for Teams*

1. Ideas for freeing up time for teams to meet:

- Have teaching assistants cover elementary classes at regular intervals.
- Ask administrators to take over classes on occasion.
- Have teachers team-teach.
- Use college interns to cover classes.
- Recruit parent volunteers.
- Implement theme and team-teaching on selected days, in which teachers from three grades plan a combined theme day.

2. Ideas for restructuring or rescheduling time:

- Add student time on four days, so that students can be released early on the fifth day.
- Create a first period before students arrive.
- Use a parallel block schedule.

3. Ideas for scheduling common time:

- Have two planning periods shared by team members.
- Organize academic teachers into teams of three or four members, with each team having a common planning period.
- Schedule a daily common planning time for each individual subject area.
- Schedule common planning time at each grade level.

4. Ideas for using time more effectively:

- Add seven workdays before school starts in the fall. Consolidate all central office meetings into a single day, leaving six days for teacher planning and preparation.
- Coordinate a management council to handle administrative affairs so that the faculty meeting for all teachers can be spent on more significant issues.
- Disseminate information via memos and a teacher bulletin board with daily postings.
- Use e-mail to disseminate information rather than using meeting time to brief others.
- Hold single-issue faculty meetings moderated by elected faculty members.
- Use pass-and-read folders for disseminating information.

Copyright © 1998 National Educational Service

- Implement team-teaching.
- Consider creating "schools-within-a-school" (i.e., groups of students and teachers) that provide more flexibility.

5. **Ideas for purchasing time:**

- Establish a "substitute bank" of 30 to 40 days per year. Teachers can then use the partial or full substitute days for committee work or special professional development activities.
- Use staff development funds to buy planning time.
- Use staff development funds to pay for half- or full-day mini-retreats.
- Provide for extra-duty pay or compensation for planning activities in the bargaining agreement.
- Have two teachers share one teaching assignment between them.
- Use a foundation grant to buy substitute time to free other teachers.
- Give "inservice credits" from the district to teachers who develop new programs on their own time.

---

*Adapted from Watts, G., & Castle, S. (1993). The time dilemma in school restructuring. *Phi Delta Kappan, 75*(4), 306–310.

Copyright © 1998 National Educational Service

Getting Started

13 Attitudes about Teaming: Want to Go to a Carnival?

Team members explore their feelings about being on a team.

Almost anything is easier to get into than out of.

—Agnes Allen,
American epigrammatist

For related exercises, see:

Section	Exercise	Page
I	#2—Why Become a Team Member?	10
	#4—Defining Teams and Teamwork	16

Notes/Ideas

13 Attitudes about Teaming: Want to Go to a Carnival?

Becoming acclimated to being a member in a team is not always easy. Members need ample time to explore their feelings about teams.

Even after teams are formed, members may have strong feelings about teams and how they function. Understanding and analyzing these feelings can help these members become more comfortable and productive in teams.

Goal

To explore team members' feelings about teamwork

Focus Question

If you were to compare working in a team to working in a carnival, which carnival worker would you identify with, and why?

To-Dos

1. Put up the following signs and pictures in different locations in the room:
   - funhouse operator
   - carnival supervisor
   - cotton candy vendor
   - sideshow ticket-taker
   - roller coaster worker
   - merry-go-round worker
2. Ask team members the following question: If you were to compare working in a team to working in a carnival, which carnival worker would you identify with, and why?
3. Allow team members to interact in small groups or pairs and discuss their responses.
4. Bring the team members together and have them share their answers with the total group.

Follow-Up Question

If this team were a carnival, what carnival worker would you *like* to be, and why?

Tips

- Use this type of activity frequently to allow team members to explore their feelings—prior to forming the team, as team members begins to work as a team, and when the team has completed its goals.
- Use childlike games to help adults overcome their inhibitions about discussing adult experiences.

Traps

- Don't ignore attitudes toward teams during a team's early developmental stages.
- Don't ignore feelings of excitement, bewilderment, and fear when it comes to functioning in teams.

EXERCISES 14–17

Acquiring Basic Team Skills

Acquiring Basic Team Skills

14 Participation

The team performs various exercises designed to increase participation.

> *O Lord, please fill my mouth with worthwhile stuff, and nudge me when I've said enough.*
>
> —Unknown

For related exercises, see:

Section	Exercise	Page
I	#6—Team Roles	25
	#15—Team Rules	58
II	#62—Playing	234
	#64—Interdependence	244
III	#82—Electronic Communication	319

Notes/Ideas

BEST [illegible] AVAILABLE

14 Participation

Participation by individual members is the foundation of team productivity.

Without active participation, there can be no effective teamwork or true team productivity.

Goal

To increase and improve team members' involvement and participation

Focus Question

What can be done to increase the quality and quantity of team participation?

To-Dos

1. Try one or more of the following exercises or techniques to foster participation:
    - Rotate all team roles.
    - Rearrange the seats in a circle or semicircle design.
    - Give each team member a set number of M&Ms and tell them that each time they speak in the group discussion, they may eat one of the M&Ms. The goal is for each member to eat all of his or her M&Ms.
    - Toss a ball from person to person, with the rule that the person who is holding the ball "has the floor."
    - Have the group engage in a brainstorming session.
    - Ask open-ended questions.
    - Call on people directly.
    - Assign each member a specific task that requires him or her to report back to the team.
2. Make two lists of characteristics of Friends of Participation and Enemies of Participation, and have the team brainstorm additions to the lists.

Friends of Participation	Enemies of Participation
Respect	Resentment
Empathy	Stereotyping
Listening	Withdrawal
Eye Contact	Inflexibility
Asking Questions	Blaming
Supporting Statements	Criticism

Follow-Up Questions

Does participation need to be improved in our team? How can we do so?

Do we need to eliminate any of the "participation enemies" from our team interactions? Which ones?

Tips

- Remember that 80% of the participation usually comes from about 20% of the total team.
- Increase the chances of group participation by creating an accepting and nonthreatening atmosphere. People are much more willing to participate in an environment that encourages risk taking.

Traps

- Don't confuse participation with communication. Participation requires involvement, whereas communication is the give and take of ideas and is much more complicated.
- Don't let one or two members dominate the discussion. Team members who monopolize meetings can lead to serious team disharmony.

15 Team Rules

Acquiring Basic Team Skills

The group develops a set of rules for team behavior and a method of enforcing them.

It doesn't work to leap a twenty-foot chasm in two ten-foot jumps.

—American proverb

For related exercises, see:

Section	Exercise	Page
I	#11—Membership	42
II	#52—Elevating Goals	199
III	#94—Open Meetings	359

Notes/Ideas

15 Team Rules

Rules are critically important to the longevity of teams.

Without formal or informal rules, teams cannot govern themselves.

Goal

To help the team develop a set of rules and a method of enforcing them

Focus Question

What rules does our team need to govern its behavior?

To-Dos

1. Present and examine the following statements about team rules:
    - Rules are usually determined in the early stages of the team's development.
    - Any changes in team rules require substantial time and often upset team members.
    - The team leader plays an important part in setting rules.
    - Teams usually judge their members by how closely they conform to the rules. Those members who most closely conform to the rules earn the greatest respect.
    - A team willing to create rules is a team willing to be self-disciplined and to assume responsibility for its behavior.
    - When a team is not clear about its rules, it often lacks control over its members.
    - Rules help equalize the power of all members.
2. Have the team create its own set of rules, based on the above statements.
3. Discuss how the team should enforce the rules it has established. Discuss the role of the coach in establishing and enforcing rules.

Follow-Up Questions

How can teams learn to internalize rules without memorizing them?

What are the most effective ways to introduce new team members to the rules of the team?

Tips

- Establish the rules early in the creation and development of the team.
- Allow teams to self-discipline any breach of the rules.
- Be certain to have some established form of recourse when rules are disobeyed or ignored by team members.

Traps

- Don't allow teams to operate without rules.
- Don't impose a set of rules on team members. Allow them to create their own.

16 Trust Building

Acquiring Basic Team Skills

A role-playing activity illustrates the importance of trust in team relationships.

Anxiety in human life is what squeaking and grinding are in machinery that is not oiled. In life, trust is the oil.

—Henry Ward Beecher

For related exercises, see:

Section	Exercise	Page
I	#36—Commitment by Contract	131
II	#61—Random Acts of Kindness	231
III	#82—Electronic Communication	319
	#100—Electronic Verification	380

Notes/Ideas

16 Trust Building

Only in an atmosphere of trust can a group become a team and a team become a high-performance team.

Trust allows honest criticism, and honest criticism promotes team caring.

Teams can develop a high level of trust by creating a covenant, contract, and/or credo.

Goal

To demonstrate the importance of team trust

Focus Question

How can a team develop a high level of trust among its members?

To-Dos

1. Divide participants into teams of four for a role-playing activity. Participation should be voluntary. One person on each team will be blindfolded; another will instruct the blindfolded person to go from one designated point to another designated point in the room. The other two persons should make certain the blindfolded person does not hurt him- or herself by bumping into anything. When the walk is completed (two to three minutes), switch roles and repeat the exercise, using a different route.
2. Debrief the teams by asking the following questions:
    - How did you feel when you were blindfolded?
    - Did you trust your instructor? Why or why not?
    - Did you trust your co-workers? Why or why not?
    - What did you need from other team members when you were blindfolded?

Follow-Up Questions

How does this blindfold activity relate to the trust team members must have for each other?

How can you apply what you learned in this activity to new team members?

Tips

- Engage in a team discussion on trust.
- Look for other role-playing activities or games that illustrate the purpose and power of trust in team development.

Trap

- Don't forget that trust takes time to develop. Trust among team members should not be assumed, and its development cannot be rushed.

Acquiring Basic Team Skills

17 Creativity

The group looks for ways to enhance creative thinking in the team process.

An essential aspect of creativity is not being afraid to fail.

—Edwin Rand

For related exercises, see:

Section	Exercise	Page
I	#35—Humor and Team Productivity	126
II	#57—Unlearning	215
	#67—Eccentricity and Eccentrics	253
III	#86—Information Literacy	334

Notes/Ideas

79

17 Creativity

Creativity is one of the fundamental skills needed for team effectiveness.

To create something new is every team's dream.

Goal

To explore and encourage team creativity

Focus Question

How do you foster and build creativity in teams?

To-Dos

1. Examine the following creativity blockers and creativity enhancers. Have team members add to each list.

Blockers	**Enhancers**
Following the rules	Being playful
Looking for one right answer	Dealing with ambiguity
Thinking logically	Taking risks
Fearing failure	Bending the rules
Fearing embarrassment	Being humorous
Believing you are not creative	Having fun

2. Identify and eliminate "killer phrases" from the team's vocabulary. Killer phrases are statements that indicate that something cannot be done or is a bad idea. Examine the following killer phrases and have team members generate a list of phrases of their own:
   - We don't have the money.
   - We don't do it that way.
   - We've tried it that way before, and it didn't work.

Follow-Up Question

Why do you think educators often find creativity difficult to define, study, master, and teach?

Tips

- Teach, nourish, encourage, and unleash creativity in teams.
- Become a cheerleader for creative ideas.

- Stress that while not all ideas are good, the more you have, the better the chance of finding solutions.
- Remember that self-doubt, excuses, and procrastination inhibit creativity.

Traps

- Don't let old habits limit new thinking.
- Don't allow others to obstruct, demean, diminish, or counteract creative ideas.

EXERCISES 18–25

Making Team Decisions

[illegible]

Making Team Decisions

18 Consensus Building

The team learns consensus building—a decision-making process that represents the thinking of the team.

> *It is a terrible thing to look over your shoulder when you are trying to lead—and find no one there.*
>
> —Franklin Delano Roosevelt

For related exercises, see:

Section	Exercise	Page
I	#20—Brainstorming	76
	#21—Brainwriting	79
	#22—Decision-Making Strategies	81
II	#65—Longevity	247
III	#78—Electronic Meetings	307

Notes/Ideas

18 Consensus Building

The team's goal should be to reach decisions that best reflect the thinking of all members.

Consensus means finding a proposal that all members can support, even if they disagree with it.

Consensus does not equal unanimity.

Goal

To develop consensus-building skills in team members

Focus Question

How can team members gain skill in consensus building?

To-Dos

1. Allow team members to define consensus for themselves.
2. Have team members identify times they have experienced consensus building while working in a group.
3. Ask team members why they believe consensus was achieved in the group.
4. Create a set of guidelines that the team can follow when consensus building is attempted. (See the following page for sample guidelines.)

Follow-Up Question

How will team members know when they arrive at consensus?

Tips

- Point out that in a majority vote, only the majority gets something they want.
- Explain that consensus building requires time, active participation of all group members, communication skills, creative thinking, and open-mindedness.
- Stress that consensus means everyone can live with the decision.
- Emphasize that consensus may not represent everyone's first priority.

Traps

- Don't feel that everyone has to agree with the decision.
- Don't mistake getting something you don't want at all for consensus building.
- Don't allow compromise to substitute for consensus building.

Consensus Guidelines*

1. A topic or idea is placed before the team for discussion.

2. The topic is discussed; questions and concerns are raised; data and solution options are presented.

3. The team decides whether to try to achieve consensus, how long it will spend, and what it will do if consensus cannot be reached (e.g., vote, delay a decision).

4. Differences and disagreements, as well as similarities, are explored and encouraged.

5. Suggestions and modifications to the original topic are made.

6. The team creates a new idea, based on the discussion.

7. The facilitator checks for consensus.

8. If there is no consensus, the facilitator asks for a variation of the idea and tests for consensus again.

9. If there are still members who are struggling, the facilitator asks the team for "stand-aside" proposals (i.e., trial time period, modified plan).

10. If members indicate support for a 90-day trial period, the facilitator tests for consensus again; the entire group supports the modified solution.

---

*Harrington-Macklin, D. (1994). *The team building tool kit: Tips, tactics, and rules for effective workplace teams*. New York: AMACOM.

Copyright © 1998 National Educational Service

Making Team Decisions

19 Fist to Five: A Consensus-Building Strategy

The team practices a consensus-building strategy that allows members to "rate" an idea.

Many argue; not many converse.

—Louisa May Alcott

For related exercises, see:

Section	Exercise	Page
I	#18—Consensus Building	69
	#22—Decision-Making Strategies	81
	#23—Large-Team Consensus Building	85
II	#65—Longevity	247
III	#78—Electronic Meetings	307

Notes/Ideas

19 Fist to Five:
A Consensus-Building Strategy

The traditional voting method only allows for two choices—yes or no. It does not allow voters to express the relative "strength" behind their "yes" or "no."

In consensus building, the goal is to find a solution that all team members can live with, not to take a "majority rules" vote.

Goal

To allow members to learn and practice a consensus-building strategy

Focus Question

How can we use consensus building to make a team decision?

To-Dos

1. Give each member a copy of the "Fist to Five" handout on page 75.
2. Have the team practice using this method by choosing a sample issue to resolve and giving members a proposed solution to build consensus on. Use the following steps:
   a. Present the proposed solution and ask members to rate it, using the Fist to Five scale.
   b. Assess the differences in members' opinions to determine how close the team is to consensus. If there are some members at both ends of the scale (one finger or fist versus four or five fingers), allow them to state their positions on the issue.
   c. Using the information gathered from these members, modify the solution to better reflect both schools of thought. Have members rate the modified solution again, using the Fist to Five method.
   d. Continue discussing differences and modifying the solution in this way until everyone holds up at least two fingers.

Follow-Up Questions

How does this method differ from voting?

Does this method lead to a more or less effective solution?

Tips

- Stress that using the Fist to Five method is not voting—it is a way to "take the pulse" of the team on a specific issue.

- Use the Fist to Five method to identify "sticking points"—issues that need further team dialogue.

Traps

- Don't expect to achieve unanimity through the Fist to Five method. The purpose of consensus building is to find a solution that all members can accept.
- Don't try to rush consensus building; it can be a slow process.

"Fist to Five" Consensus Building

Five Fingers: "It's a great idea, and I'll be one of the leaders in implementing it."

Four Fingers: "It's a good idea, and I'll work on it."

Three Fingers: "I'm neutral."

Two Fingers: "It's not my first choice, but I'll try."

One Finger: "I don't agree, but I promise not to block it."

Fist: "I'm completely opposed to the idea. I'm going to block you if you try to implement it."

Copyright © 1998 National Educational Service

Making Team Decisions

20 Brainstorming

The team establishes rules for brainstorming and practices the method in a role-playing session.

Minds are like parachutes—they work best when open.

—Unknown

For related exercises, see:

Section	Exercise	Page
I	#21—Brainwriting	79
	#25—Multivoting	91
III	#90—Electronic Brainstorming	347

Notes/Ideas

90

20 Brainstorming

The purpose of brainstorming is to generate a large number of ideas in a positive manner.

Brainstorming is a process of collecting ideas from all team members without criticizing or judging those ideas.

In brainstorming, everyone offers ideas that are then listed, combined, improved, and changed into various other ideas.

Goal

To explore brainstorming as a way to generate excitement, equalize involvement, and arrive at creative solutions

Focus Question

How can we use brainstorming effectively as a team?

To-Dos

1. Establish the following rules for brainstorming with the team:
    - No discussion during the brainstorm. Discussion comes later.
    - No idea is silly, stupid, unrealistic, or impractical.
2. Ask for discussion about the rules.
3. Practice the technique with the team by choosing a sample problem or question and having members brainstorm a solution or resolution. (See next page for suggestions.)

Follow-Up Questions

When is it *appropriate* to use brainstorming?

When is it *inappropriate* to use brainstorming?

Tips

- Encourage laughing, joking, and silliness in brainstorming sessions.
- Build upon ideas generated by others in the group.
- Be sure to allow enough time for brainstorming.

Traps

- Don't rush the process.
- Don't believe that brainstorming is easy.
- Don't allow any negative thinking or negative judgments to be voiced during the brainstorming process.

REPRODUCIBLE

Brainstorming Suggestions

Have fun. If you are not having fun during brainstorming, you are probably doing it wrong. Seriousness hampers creativity. Think like a child!

Deal in volume. The whole idea of brainstorming is to develop several ideas. The more ideas you brainstorm, the better the chance of coming up with a great idea.

Don't try to be logical. Think in diverse terms, not about what is right or wrong. If it sounds crazy, then creative juices are beginning to flow.

Take your time. People are often in too much of a hurry to get the brainstorming done. Allow the ideas to flow and don't worry about wasting time.

Look in the opposite direction. Part of the fun of brainstorming is to look to other areas or fields to find answers to questions that are being posed.

Use your five senses. Use sound, touch, sight, taste, and smell to generate ideas and describe what you are thinking.

Draw your ideas. Some people are better at drawing their ideas than verbalizing them. Don't be afraid of being labeled a bad artist!

Think about wrong answers. Don't be afraid of being right or wrong. Reverse your thinking to come up with the right idea.

Use humor. Look for the light side in brainstorming. Don't tell jokes that demean others, but look for humor and make people laugh as a powerful way to unlock brainstorming magic.

Pay attention to your inner voice. Go with your guesses or hunches. Verbalize what feels right or seems right to you.

Use metaphors in brainstorming. It looks like . . . It feels like . . . It smells like . . . Metaphors are a powerful way to unlock creativity in brainstorming.

Copyright © 1998 National Educational Service

Making Team Decisions

21 Brainwriting

Members practice a written variation of brainstorming as a technique for generating ideas.

Nothing is more dangerous than a person who only has one idea.

—Unknown

For related exercises, see:

Section	Exercise	Page
I	#20—Brainstorming	76
	#25—Multivoting	91
III	#90—Electronic Brainstorming	347

Notes/Ideas

21 Brainwriting

Brainwriting is a variation of brainstorming that allows the group to generate ideas silently.

In brainwriting, team members write down their ideas on a chalk board or paper rather than speaking them aloud.

The purpose of brainwriting is to generate a large quantity of ideas with deferred judgment, which leads to combined and improved ideas.

Goal

To generate a large quantity of ideas without verbalizing

Focus Question

How can team members exchange and build upon each others' ideas without depending on verbal interaction?

To-Dos

1. After determining a question or problem to focus on, have each team member write his or her answer or solution on a sheet of paper.
2. Have each member pass his or her sheet of paper to the member sitting to his or her left.
3. Continue passing the papers to the left until everyone has seen everyone else's ideas.
4. Identify the top two or three ideas and use them to develop and refine a solution to the original problem.

Follow-Up Question

Why might brainwriting be a good alternative to brainstorming in some cases?

Tips

- Remember that some people prefer speaking to writing, while others are more comfortable writing down their thoughts. Try to determine whether the team is more effective during brainstorming or brainwriting.
- Use brainwriting as a way to increase team creativity and de-emphasize single individual contributions.
- Follow up on brainwriting with appropriate strategies for organizing and implementing ideas.

Trap

- Don't use brainwriting to help team members get along with each other. Brainwriting is not a strategy for overcoming poor human relation skills.

Making Team Decisions

22 Decision-Making Strategies

The team discusses various decision-making methods and when they would be appropriate.

> *Whenever I make a bum decision, I just go out and make another.*
>
> —Harry S. Truman

For related exercises, see:

Section	Exercise	Page
I	#18—Consensus Building	69
	#20—Brainstorming	76
	#21—Brainwriting	79
II	#63—Functional Teams	241
III	#86—Information Literacy	334

Notes/Ideas

22 Decision-Making Strategies

Teams need to explore different ways of making decisions as a group.

Different situations or sets of circumstances call for different decision-making strategies.

Goal

To have the team explore decision-making alternatives

Focus Question

What are some decision-making strategies and under what circumstances would each be effective?

To-Dos

1. As a team, discuss the seven decision-making strategies found on the following page.
2. Analyze which strategies would be most effective, given the kinds of tasks your team will undertake.
3. Discuss the "Team Decision-Making Matrix" located on page 84.
4. Discuss why more team input on a decision leads to increased enthusiasm and sustainability of the decision.

Follow-Up Questions

What criteria should a team use to determine which decision-making strategy would be best in a given situation?

Under what conditions should empowered decision-making be used in an organization?

Tips

- Experiment with different strategies to assess how team members react to each one.
- Poll team members for their opinions on the different decision-making strategies.

Traps

- Don't use only one strategy to make the majority of team decisions.
- Don't wait until the team is forced to make a decision to discuss alternative decision-making strategies.
- Don't allow the team leader or coach to decide which decision-making strategy the team will use.

Decision-Making Alternatives*

Majority rule (voting)

Decisions are made according to the vote of a majority or a fixed percentage of members.

Minority rule

One or two members of a team or a subgroup make decisions for the entire team.

Autocracy

A decree, sanction, or order is given by a single person who has enough authority to carry it out.

Autocracy with polling

A single person with authority solicits opinions before making decisions.

Decision by nondecision

No conclusion is reached even after considerable discussion, often because the issue is too hot or because no process exists for closure.

Consensus

An entire team agrees to a best decision to which all members can commit themselves at the time.

Unanimity

Each member fully agrees to, and can fully support, the decision.

---

*Harrington-Mackin, D. (1994). *The team building tool kit: Tips, tactics, and rules for effective workplace teams.* New York: AMACOM.

Copyright © 1998 National Educational Service

Team Decision-Making Matrix

LEVEL	Decision-Making Authority	Team Input	Implementation Effectiveness/ Sustainability	Employee Enthusiasm	Justification
3	Team decision making	All team consensus	High and sustainable	High	Long-term growth
2	Leader, with team input	Some shared decision making	Fair or moderate	Moderate to low	Controversial decisions
1	Leader, with no team input	Little or none	Initially high with quick drop-off	High to low Dependent on individual attitudes	Emergency situations Temporary Problems
0	Outside Agency • Court • Legislation • State Department • School Board	Little or none	Poor Based on enforcement	Low	National emergency Uniformity

Enthusiasm/Sustainability and Effectiveness Increase

Copyright © 1998 National Educational Service

Making Team Decisions

23 Large-Team Consensus Building

A large team practices achieving consensus by breaking into smaller groups.

Our problem in making decisions is that we have too many.

—Unknown

For related exercises, see:

Section	Exercise	Page
I	#20—Brainstorming	76
	#21—Brainwriting	79
II	#53—Goal Clarity	202
	#65—Longevity	247
III	#90—Electronic Brainstorming	347

Notes/Ideas

23 Large-Team Consensus Building

Consensus building is a significant challenge when there are large numbers of people involved.

Large-team consensus building requires a skillful coach who can remain objective and break up the larger group into smaller groups, allowing each one equal time.

Goal

To enhance consensus-building skills when large numbers of team members are involved

Focus Question

How can a team achieve consensus when many team members are involved (e.g., 50 to 150)?

To-Dos

1. Divide the team up into smaller teams of no more than 10 to 15 members, and give each team a color name, so it can be identified quickly (e.g., blue, green, red, etc.).
2. Set the stage for consensus building by identifying the question or issue.
3. Allow small teams an allotted time (e.g., one-half to one hour) to discuss issues and arrive at a consensus.
4. Bring small teams together to report back to the large team. Give each team an equal amount of time to discuss its findings.
5. Write down the common findings that were reported by each team.
6. Have the team use the Fist to Five method (see Lesson 19) to determine whether it can accept these common findings.
    - If so, record the consensus ideas.
    - If not, allot more discussion time for small teams to address problem areas.
7. Continue the process until consensus is built among all small teams.

Follow-Up Question

How long should large-team consensus building take?

Tips

- Appoint a team leader for each small team.
- Establish rules that govern both time and team behavior.

- Keep reminding small teams of their original goal(s).
- Allow sufficient time for consensus building.

Traps

- Don't allow one small team to dominate the other teams in consensus building.
- As a facilitator or coach, don't show favoritism toward one or more small teams within the large team. Remain neutral.

Making Team Decisions

24 Measuring Opinions

Team members give their opinions on tough issues concerning teaming.

What affects everyone can best be solved by everyone.

—James B. Miller

For related exercises, see:

Section	Exercise	Page
I	#29—Morale	108
	#39—Team Feedback	141
II	#53—Goal Clarity	202
III	#90—Electronic Brainstorming	347

Notes/Ideas

24 Measuring Opinions

Effective communication calls for teams to discuss a wide range of topics openly and honestly.

Open communication must be practiced, and difficult issues must be anticipated.

Goal

To find out where team members stand on tough issues

Focus Question

How can we share our honest feelings and avoid "team think"?

To-Dos

1. Cut a small piece of rope or string into 4' to 6' lengths. Paint one end blue to symbolize yes and the other end red to symbolize no. Paint the middle white to symbolize a middle-of-the-road opinion. If you do not have paint, make signs that say yes, no, and middle of the road, and place them along the rope.
2. Lay the ropes on the floor next to groups of team members. (Placing masking tape on the floor can serve the same purpose of creating a continuum of responses.) Give each member a 3 x 5 index card and have them write their names on the cards.
3. Identify a variety of controversial issues on which team members must give their opinions. Ask the question in a yes-or-no format, and have members answer the questions by placing their index cards on the area of rope that corresponds to their opinions. Questions might include:
    - Do you agree with a mandatory death penalty?
    - Do you agree with legalized abortion?
    - Do you agree with mandatory drug testing?
4. Move the questioning to issues that they will confront as a team, such as:
    - Do you agree that team members should discipline workers who do not "carry their own weight"?
    - Do you agree that meeting deadlines is more important than product excellence?

Follow-Up Questions

How can we use this information to improve the team's effectiveness?

How can we avoid having the thinking of team members polarize too quickly, before they have a chance to consider substantive issues related to team goals?

Tips

- Increase the potential for team effectiveness by allowing team members to voice their true opinions.
- Start with the least controversial questions first.

Traps

- Don't engage in team think—that is, going along to get along.
- Don't fail to prepare for differences of opinion on sensitive issues.

Making Team Decisions

25 Multivoting

The team explores a method of prioritizing items on a list with minimal time and difficulty.

> *The way to get good ideas is to get lots of ideas and throw the bad ones away.*
>
> —Linus Pauling

For related exercises, see:

Section	Exercise	Page
I	#20—Brainstorming	76
	#21—Brainwriting	79
	#22—Decision-Making Strategies	81
II	#64—Interdependence	244
III	#91—Electronic Polling and Voting	350

Notes/Ideas

25 Multivoting

Multivoting is a way for teams to prioritize items for attention after a brainstorming session.

Multivoting can be very effective in large-group situations or in situations where there is a large number of issues competing for attention.

Goal

To explore multivoting as a strategy for making team decisions

Focus Question

How does multivoting work?

To-Dos

1. Select a topic or question for discussion.
2. Generate (brainstorm) a list of items or ideas and assign each one a number. Similar items may be combined if the group agrees.
3. Have all members choose several items they would like to discuss or address by writing down the number of these items on a sheet of paper or by raising their hands as each item's number is called. Allow each member a number of choices equal to at least one third of the total number of items on the list (16 choices from a 48-item list, 13 choices from a 37-item list).
4. After all the members have completed their selections, tally the votes.
5. To reduce the list, eliminate those items with the fewest votes, and renumber the list if necessary.
6. Repeat steps 3 through 5. If no clear choice emerges, discuss which items should receive top priority, or take one last vote.

Follow-Up Questions

What are the inherent advantages of multivoting?

What are the inherent dangers of multivoting?

Tips

- Use multivoting as an electronic strategy (e.g., on an electronic bulletin board) as well as in face-to-face meetings.
- Keep a record of your voting for future analysis and discussion.

Traps

- Don't overlook multivoting as a quick way to move the team forward without bogging it down.
- Don't automatically assume that items receiving the lowest number of votes are insignificant; they may turn out to be some of the most important items.

EXERCISES 26–30

Dealing with Strife in a Team Environment

Dealing with Strife in a Team Environment

26 Arguments

Members discuss how team arguments should be handled and develop a set of rules for fighting fairly.

Where all think alike, no one thinks very much.

—Walter Lippman

For related exercises, see:

Section	Exercise	Page
I	#27—Angry People	101
II	#65—Longevity	247
	#66—Forgiveness	250
III	#96—Flaming	368
	#99—Netiquette	377

Notes/Ideas

26 Arguments

Arguments occur in every team. Total team agreement on all issues is virtually impossible.

Early in team relationships, members may feel compelled to be polite or cordial, and there may be few arguments. As the team becomes engaged over a period of time, however, conflict is inevitable.

While mutual good will is the foundation of all effective teams, good will does not last long without understanding and dealing effectively with team disagreements.

Goal

To anticipate and plan for team arguments

Focus Question

How can team members learn to handle arguments effectively?

To-Dos

1. Have each team member list five things that bother him or her about other team member(s). Ask them not to sign the sheet or identify the team member(s) by name.
2. Collect the sheets and determine which complaints are held in common by all team members.
3. Write a summary of complaints on the board and rank them in order of the most important to the least important.
4. Discuss each item separately. Identify which items can be resolved quickly and which may take longer.
5. Have the team create a set of rules to be used for arguing fairly. Use the sample list of rules on page 100 to stimulate discussion.

Follow-Up Questions

Is it healthy to have team arguments?

How can arguments serve to strengthen a team?

Tips

- Expect arguments between strong team members and plan for them.
- Post the team's rules for arguing fairly in the team meeting area.

Traps

- Don't believe that effective teams or team members don't have arguments.
- Don't ignore anger in the hope that it will go away.
- Don't allow petty arguments to destroy the higher goal of team productivity.

Team Rules for Fighting Fairly

1. Stick to the issue being discussed.

2. Don't engage in name-calling—either blatantly or subtly—during or outside of team meetings.

3. Be honest about your feelings.

4. Don't generalize.

5. Don't make threats.

6. Work toward resolution; don't escalate the fight.

7. Determine what should be done when the argument is not resolved.

Copyright © 1998 National Educational Service

Dealing with Strife in a Team Environment

27 Angry People

The team determines how to handle angry people and establishes guidelines for doing so.

> *When we see men of a contrary character, we should turn inwards and examine ourselves.*
>
> —Confucius

For related exercises, see:

Section	Exercise	Page
I	#26—Arguments	97
II	#66—Forgiveness	250
III	#96—Flaming	368
	#99—Netiquette	377

Notes/Ideas

27 Angry People

When significant change is involved, it is inevitable that some team members will become angry.

For the long-term survival of the team, it is important to know how to handle these angry team members.

Goal

To prepare the team to deal effectively with angry team members

Focus Question

How should the team leader and/or other members respond to angry team members?

To-Dos

1. Role-play a situation in which one team member assumes the role of an angry person and the other team members attempt to resolve the conflict. Allow the "angry" team member to select the cause of his or her anger (e.g., not being treated fairly by the other team members). Prepare other team members to address this anger by providing them with the guidelines at the end of this activity.
2. Have team members take turns practicing the anger guidelines.
3. After the role-playing activity, debrief the team by asking the following questions:
    - What did we learn?
    - What went right?
    - What went wrong?
    - How should the formal or informal team leader handle these situations?

Follow-Up Questions

Why is it important to learn how to handle angry people?

Are there proactive measures we can take to minimize the chances that team members will become angry? What are they?

Tips

- Develop coping skills in advance for addressing people's anger.
- Be open to dealing with the anger and solving the problem.
- Realize that some anger is justified in some situations.
- React to angry people with positive and honest behaviors.

- Study anger and angry people. The more you know about handling angry people, the more likely the team will experience success.

Traps

- Don't take a "head in the sand" approach, hoping that ignoring anger will make it go away.
- Don't escalate the situation by responding to anger with anger.
- Don't let unacknowledged or unresolved anger damage the team's morale.

Guidelines for Dealing with Angry Team Members

Demonstrate confidence. Remain calm, express confidence through your posture and facial expression, and speak in a steady voice. Body language and facial expressions are important because they send positive or negative messages to the other person.

Establish ground rules when settling the dispute: e.g., (a) time limits for discussion, (b) no raised voices, and (c) no profanity.

Stay focused. You must be able to quickly assess the issues, identify the source of anger, determine expectations, and develop a picture of where the discussion is going to take you and the angry person.

Ask questions before explaining your point of view. Seeking to understand is a powerful consensus-building behavior.

Buy time. Take notes, count to 10, or take a deep breath—but remain silent until you've had time to think things through.

Copyright © 1998 National Educational Service

Dealing with Strife in a Team Environment

28 Common Team Problems

Members discuss common problems that can inhibit team effectiveness and identify the problems in their team.

Beginnings are always messy.

—John Glasworthy

For related exercises, see:

Section	Exercise	Page
I	#26—Arguments	97
	#27—Angry People	101
	#30—How Not to Communicate	110
II	#66—Forgiveness	250
III	#96—Flaming	368

Notes/Ideas

28 Common Team Problems

Both team effectiveness and ineffectiveness can have many different causes.

Team members need to understand that learning problems are common among teams.

Simply understanding what the common learning problems are often prevents them from occurring.

Goal

To explore common learning problems that plague teams

Focus Question

What learning problems should teams anticipate and take action to prevent?

To-Dos

1. Give all members a copy of the "Common Team Problems Audit" located on the next page and have them complete it.
2. Ask the following questions:
    - Are we currently suffering from any learning problems?
    - What can be done to avoid these problems?
    - What can be done to remedy the problems that we are currently experiencing?
3. Have team members prioritize the problems that should be monitored by the team on a regular basis.

Follow-Up Question

Are there other learning problems that the team should be concerned with?

Tips

- Understand that learning problems are a natural occurrence in team development.
- Deal with learning problems when they are in the early stages; don't wait until they cause a crisis.

Traps

- Don't allow team members to become complacent about learning problems.
- Don't assume that nothing can be done about learning problems.
- Don't assume that it is solely the coach's or the team members' responsibility to remedy the learning problem; it is a shared responsibility.

Common Team Problems Audit

Directions: Please check either yes or no for each problem below as it applies to your team. If you have comments about any of the items listed, add them in the spaces below the items.

My team . . .	YES	NO
1. Spends too much time off task.	______	______
2. Has irregular or infrequent meetings.	______	______
3. Has too much absenteeism or tardiness.	______	______
4. Does not anticipate the loss of members and is therefore not prepared to add new ones.	______	______
5. Is dominated by a few strong members.	______	______
6. Is unable to find and share leadership within the team.	______	______
7. Is unable to focus on its task or goal.	______	______
8. Is unable to see teaming as a major strategy for lifelong learning.	______	______
9. Is unable to see the connection between learning teams in education and learning teams in the world of work.	______	______
10. Does not share responsibility for completing outside assignments (assignments outside of face-to-face contact).	______	______
11. Is unwilling or hesitant to stay connected when physically apart.	______	______
12. Is unable or unwilling to study teaming as a process of learning how to learn and how to unlearn.	______	______

Copyright © 1998 National Educational Service

Dealing with Strife in a Team Environment

29 Morale

By exploring members' perceptions of the team, the team gauges its level of morale.

There will always be a better way.

—Unknown

For related exercises, see:

Section	Exercise	Page
I	#24—Measuring Opinions	88
	#28—Common Team Problems	105
	#38—Growth and Progress	138
	#39—Team Feedback	141
II	#69—Dipsticking for Team Problems	263

Notes/Ideas

29 Morale

Determining what is working and what is not working is very important for team morale.

Periodically checking on team morale is a good way to promote team productivity.

Goal

To explore team members' perceptions of the team

Focus Question

What is working and what is not working in the team?

To-Dos

1. Distribute three pink and three white cards to all team members.
2. Have members list on the pink cards three things about the team that they never want to see changed and on the white cards three things about the team that they want to improve.
3. Have the members share their responses with the team to show how much agreement there is on the "never change this" items.
4. Have the team determine the five most pressing issues on the "want to improve" list.
5. Brainstorm actions the team could take to address these five issues.

Follow-Up Questions

What are the signs of *high* team morale?

What are the signs of *low* team morale?

Tip

- Observe both small and large happenings, as both contribute to team morale.

Traps

- Don't assume that receiving no complaints means everything is working well with the team.
- Don't rely only on conventional feedback strategies for measuring team morale.
- Don't let one team member control the team's morale.

Dealing with Strife in a Team Environment

30 How Not to Communicate

Team members explore negative communication behaviors and how to extinguish them.

If I went back to college again, I'd concentrate on two areas: learning to write and to speak before an audience. Nothing in life is more important than the ability to communicate effectively.

—Gerald R. Ford

For related exercises, see:

Section	Exercise	Page
I	#24—Measuring Opinions	88
	#40—Overcoming Resisters	149
II	#60—Exploring Team Relationships: Going to the Movies	228
III	#82—Electronic Communication	319
	#96—Flaming	368

Notes/Ideas

30 How Not to Communicate

There are numerous ways of communicating poorly.

Many of us are already skilled in "how not to communicate."

Studying how not to communicate can help teams learn how to communicate better.

Goal

To explore negative communication behaviors

Focus Question

What is the essence of poor communication?

To-Dos

1. Have team members work together to compile a list of how they have failed to communicate well in the past.
2. Using the "Ways to Communicate Poorly" handout on the next page, discuss how prevalent or rare these behaviors are in your team.
3. Have the team establish a procedure for identifying these undesirable team behaviors and extinguishing them when they occur.

Follow-Up Question

What are the best techniques for overcoming poor communication behaviors?

Tips

- Remember that there are at least two correct viewpoints on almost all issues.
- Post the "Ways to Communicate Poorly" handout where team members can see it as they are learning to be a cohesive team.

Traps

- Don't focus only on positive communication behaviors when negative ones are so obvious.
- Don't assume that everyone recognizes and understands positive communication behaviors.

REPRODUCIBLE

Ways to Communicate Poorly

Pretending to be above it all
Playing the victim
Changing the topic
Playing innocent
Making counter-accusations
Pretending you don't understand
Making excuses
Exaggerating
Mimicking another team member
Withholding
Denying your feelings toward other members
Denying your feelings
Threatening
Escalating the conflict
Being sullen

Not asking questions
Not asking forgiveness
Name-calling
Evading the issue
Piling on too many issues
Refusing to take any responsibility
Bullying other team members
Being contemptuous
Being sarcastic
Being overly emotional
Stonewalling other team members
Blackmailing another team member
Demeaning another team member
Being rigid and inflexible
Being dogmatic

Copyright © 1998 National Educational Service

EXERCISES 31–35

Building Unity among Team Members

Building Unity among Team Members

31 Beliefs

Team members determine what they stand for as a team.

Doing what's right isn't the problem. It's knowing what's right.

—Lyndon B. Johnson

For related exercises, see:

Section	Exercise	Page
I	#1—Why Teams?	7
	#2—Why Become a Team Member?	10
	#13—Attitudes about Teaming: Want to Go to a Carnival?	50
II	#59—The Team Member's Oath	225
	#70—The Coach's Pledge	269

Notes/Ideas

31 Beliefs

Compiling a set of written beliefs is a powerful way to communicate what you stand for and how you want to act as a team.

A set of written beliefs provides a road map for team action.

Goal

To explore and document what the team believes about key issues

Focus Question

What do we, as a team, stand for?

To-Dos

1. Have members brainstorm what they believe about teaching, learning, and teams.
2. List the ideas on each topic (teaching, learning, and teams) on the board for the team to consider.
3. Ask the team to group like-items, and organize these ideas into paragraph form.
4. Have the team examine and discuss the sample "Team Beliefs Document" found on the next page.
5. Have members revise and finalize their own Team Beliefs Document.

Follow-Up Questions

How will we know when our Team Beliefs Document is complete?

When and how can we use the Team Beliefs Document most effectively?

Tips

- Think of beliefs as statements of conviction, not platitudes.
- Think of beliefs as indicators of team members' character.
- Use the Team Beliefs Document as a reference point when making decisions.

Traps

- Don't underestimate the power of belief statements.
- Don't take action before you explore or reflect upon your true beliefs.
- Don't ignore team members' hidden beliefs or hide your own beliefs from the team.

Team Beliefs Document

We believe that . . .

Learning is a lifelong, continuous process that is not confined to the school building, the school day, or the traditional years of schooling.

The learner is the center of the system—each individual is responsible for his or her own learning and achievement.

Learning is affected by maturity level. Individuals learn at different rates and in different ways as they grow and develop.

Learners need to have a support system that includes parents, advisors, and other school staff and community members. This support system should work with them over time to plan a course of learning.

In the Information Age, the sheer volume and rapidly changing nature of content mandate different approaches to learning.

New technologies that facilitate learning are becoming available all the time and will help to replace some of the traditional ways educational services have been delivered.

In the 21st century, emerging and yet-to-be-invented jobs will require complex problem-solving teamwork and the use of highly sophisticated machines.

Learners are already part of a diverse multicultural world, which will only become more diverse and complex.

Copyright © 1998 National Educational Service

Building Unity among Team Members

32 Cooperation

The team defines and explores cooperation as it relates to teamwork.

There go my people. I must find out where they are going so that I can lead them.

—Alexandre Ledru-Rollin

For related exercises, see:

Section	Exercise	Page
I	#16—Trust Building	61
	#18—Consensus Building	69
II	#46—Unified Commitment	177
	#64—Interdependence	244
III	#81—Electronic Collaboration	316

Notes/Ideas

32 Cooperation

Cooperation is both the process and the product of team members working as a unit.

Cooperation is easy to understand but hard to achieve.

Goal

To define and explore cooperation as an essential ingredient of teamwork

Focus Question

What is the definition of cooperation as it relates to working as a team?

To-Dos

1. Have team members volunteer quotes or descriptions that define or explain cooperation in teamwork.
2. If team members cannot think of quotes, share the ones on the following page.
3. Have the team identify the quotes they believe best describe cooperation.
4. Place those quotes in the area where the team meets.

Follow-Up Question

What are the specific behaviors that team members engage in when they are working cooperatively?

Tips

- Strive for a common understanding of what cooperation is.
- Look for historical definitions and examples of cooperation to explain why it is so vital to the success of teams.

Trap

- Don't avoid trying to teach team members cooperation on the premise that "it can only be learned through experience."

Quotes about Cooperation

A steering committee is four people trying to park a car.

Most people are willing to meet each other halfway; trouble is, most people are pretty poor judges of distance.

Cooperation can be spelled with two letters—WE.

A team is a symphony; the coach is the conductor.

A small river will carry a lot of water if it keeps running.

Coming together is a beginning; keeping together is progress; working together is success.

We didn't all come over in the same ship, but we're all in the same boat.

If you don't believe in cooperation, look what happens when a car loses one of its wheels.

A river is powerful because many drops of water have learned the secret of cooperation.

Most people are lonely because they build walls instead of bridges.

To be agreeable when we disagree is a goal most of us have to keep working at.

As spokes get nearer the hub of the wheel, they become closer together.

Group harmony is seldom achieved without personal sacrifice.

Copyright © 1998 National Educational Service

Building Unity among Team Members

33 Celebrations

The team discusses the importance of celebrating successes and special events and develops a way to plan for these celebrations.

> *Your life is either a celebration or a chore.*
> *The choice is yours.*
>
> —Unknown

For related exercises, see:

Section	Exercise	Page
I	#34—Food	124
	#35—Humor and Team Productivity	126
II	#47—Passion	180
	#62—Playing	234
III	#84—Electronic Social Interaction	325

Notes/Ideas

33 Celebrations

Celebrations bond teams and build team culture.

Celebrations can help blur the line between work and play.

Goal

To explore the value and use of celebrations as a team-building activity

Focus Question

When, how, and why should teams engage in celebrations?

To-Dos

1. Brainstorm some things the team could celebrate. If necessary, use the following list to get started:
    - A set number of successful meetings
    - Finished team products
    - New members joining the team
    - Old members leaving the team
    - Perfect attendance
    - Birthdays
    - Births (children and grandchildren)
2. Discuss why and how celebrations can benefit the team.
3. Plan and record the history of celebrations using the form on the following page.

Follow-Up Question

How can we design celebrations so that they best reflect the personality of the team?

Tips

- If you buy gifts, spend moderately; the thought is more important than the gift.
- Schedule lots of meaningful celebrations for a variety of reasons.
- Let celebrations evolve naturally as part of the team personality or team culture.

Traps

- Don't view celebrations as frivolous or a waste of time.
- Don't force celebrations for artificial reasons; team members will perceive them as meaningless.
- Don't allow celebrating or socializing to take precedence over productivity—remember the team's purpose.

Planning Celebrations

Directions: Use copies of this form to plan and record your team celebrations.

Reason for celebration: ______________________________

Planned date for celebration: ______________________________

Type of Celebration (circle one):

Public or Private

Solemn or Joyful

Quiet or Loud

Team only or Guests invited

Notes

____

____

____

____

____

____

Copyright © 1998 National Educational Service

Building Unity among Team Members

34 Food

The team explores how food can impact team behavior and team building.

Life is a banquet and most poor bastards are starving to death.

—Auntie Mame

For related exercises, see:

Section	Exercise	Page
I	#33—Celebrations	121
II	#65—Longevity	247
III	#84—Electronic Social Interaction	325

Notes/Ideas

34 Food

Food can be a vital element in promoting cohesive team behavior.

Much as an army "marches on its stomach," teams also march on their stomachs.

Goal

To explore the social nature of food and its impact on team behavior

Focus Question

What is the power of food in team building and team bonding?

To-Dos

1. Have team members discuss why food is so often a part of social interactions.
2. Lead the discussion into the topic of having food at team meetings and how it can help build team culture and bonding.
3. Ask team members to identify three foods that they would be willing to bring to a meeting.
4. Have the team use this information to develop a snack schedule and sign-up list for members who have volunteered to bring meeting refreshments.

Follow-Up Question

How can we make sure that everyone does his or her fair share when it comes to providing refreshments?

Tips

- Use a brief snack break during meetings as a social time when members can interact without having to discuss team business.
- Determine whether the organization can cover food costs.
- Consider having one person bring drinks and another person bring snacks for a meeting.

Traps

- Don't allow food to become the primary focus of team activities.
- Don't assume that food has no relevant impact on team behavior other than satisfying hunger.
- Don't always have a "working lunch" or meet during lunch time.

Building Unity among Team Members

35 Humor and Team Productivity

The team discusses how humor can be used to increase team effectiveness.

Laughter is the shortest distance between two people.

—Victor Borge

For related exercises, see:

Section	Exercise	Page
I	#33—Celebrations	121
	#38—Growth and Progress	138
II	#62—Playing	234
	#65—Longevity	247
III	#84—Electronic Social Interaction	325

Notes/Ideas

35 Humor and Team Productivity

Humor is a powerful way to motivate and relax a team.

Humor can improve the team members' memories of what was discussed.

Using humor is different than telling a joke; jokes are usually stories intended to evoke laughter, while humor is comical or amusing talk or writing in general.

Laughing at ourselves or at a situation is a positive way to use humor; laughing at other people is *not.*

Goal

To explore the role and value of humor in teamwork and team play

Focus Question

How can we use humor in team activities to increase team effectiveness?

To-Dos

1. Define humor.
2. Ask the team the following questions:
   - Why do teams take themselves so seriously?
   - How can we make it easier to laugh at our mistakes?
   - How can we create humor without demeaning others?
3. Ask the team to reflect on humorous things that have occurred in past team activities. Talk about these things and discuss why they were humorous.
4. Discuss how humor might be beneficial to our work as a team.

Follow-Up Question

How can we measure the impact of humor on the progress and growth of our team?

Tips

- Increase the creative juices of team behavior by using humor whenever it is appropriate.
- Improve team health by using humor. Laughing helps us relax by decreasing our levels of adrenaline and other stress hormones. When we belly laugh, we also increase the body's beta endorphins (morphine-like pain killers), which ease pain.
- Foster an atmosphere—both emotional and physical—in which people feel comfortable laughing and having fun.

Traps

- Don't take teamwork so seriously that you don't allow humor into your collective team personality.
- Don't try to force humor in team behavior; let it happen spontaneously.
- Don't focus too much on jokes as the primary source or form of fun.
- Don't overdo it. Make sure your team doesn't sacrifice productivity for the sake of having a good time.

EXERCISES 36–39

Evaluating Team Effectiveness

Evaluating Team Effectiveness

36 Commitment by Contract

Members make a formal, written commitment to the goals of the team.

Victory belongs to the most persevering.

—Napoleon

For related exercises, see:

Section	Exercise	Page
I	#10—Naming Your Team	39
	#16—Trust Building	61
II	#58—Covenant	221
	#59—The Team Member's Oath	225
	#70—The Coach's Pledge	269

Notes/Ideas

36 Commitment by Contract

A team commitment is a joint decision between team members and team leader, coach, or facilitator.

Commitment is essential to being a strong and productive team member.

Making a commitment to a team effort is much more difficult than it sounds.

Goal

To develop a written team contract that all members can accept

Focus Question

What is the best way to make a formal commitment?

To-Dos

1. Have each member write down what he or she is willing to commit to the team and what he or she expects the team to do in return. Have members exchange lists with each other until everyone's list has been seen and discussed.
2. Discuss which items on the lists are reasonable or unreasonable. Identify items that all members can agree upon.
3. Discuss which items on the lists need to be renegotiated.
4. Have members study the "Team Commitment Contract" at the end of this activity. Using the lists you just discussed, have the team work together to either complete the existing contract or construct one that is less formal in nature.
5. After developing a contract that all members are comfortable with, have each one sign and date it.
6. Provide each team member with a copy of the completed and signed contract.

Follow-Up Questions

Why is it necessary to make a *formal* commitment?

Why *isn't* commitment discussed openly in team meetings?

Tips

- Renew your commitment each time you meet.
- Treat commitment like a positive habit. Do it over and over so that it becomes part of your behavior.
- Stress that it is impossible to be a part of a team without making a commitment.

- Model commitment for other team members by your own behavior.

Traps

- Don't assume that merely joining the team means making a commitment.
- Don't expect more from other team members than you are willing to give yourself.
- Don't overpower the team with your own personal vision.

Team Commitment Contract

Directions: Complete the following statements; then sign and date the contract.

1. I agree to work with the following team members:

2. I promise to complete the following responsibilities:

3. I expect my team partners to . . .

4. I understand that the coach's responsibility is to . . .

5. I agree to review this contract periodically by . . .

6. To objectively assess the successful completion of this contract, the group and I will . . .

7. Successful completion of the contract will result in . . . (consequence or award)

Team Member Signatures

Coach's Signature

Date

Copyright © 1998 National Educational Service

Evaluating Team Effectiveness

37 Evaluation and Team Dialogue

The team discusses how to avoid compromising group communication when assessing team effectiveness.

> *Discussion is an exchange of knowledge; argument, an exchange of ignorance.*
>
> —Robert Quillen

For related exercises, see:

Section	Exercise	Page
I	#24—Measuring Opinions	88
	#29—Morale	108
	#39—Team Feedback	141
II	#43—Results-Driven Teams	167
	#53—Goal Clarity	202
III	#82—Electronic Communication	319

Notes/Ideas

37 Evaluation and Team Dialogue

The evaluation of a team's effectiveness can be threatening to team members.

When team members feel threatened, communication can be impaired or destroyed.

There is a set of truths about team dialogue that can be used to govern discussions of team effectiveness.

Goal

To explore how team evaluation can affect team communication

Focus Question

How can we address evaluation of team effectiveness without damaging team communication?

To-Dos

1. Examine the "Truths of Team Dialogue in Evaluation" located on the following page.
2. Discuss the eight truths, whether or not team members agree with all of them, and how they might affect the team when it evaluates its own effectiveness.
3. Exchange ideas about how to prevent a communication breakdown when team effectiveness is assessed.

Follow-Up Question

How can we offer a meaningful, valid assessment without becoming critical or focusing on weaknesses?

Tips

- Post the "Truths of Team Dialogue in Evaluation" in the area where the team meets.
- Review and discuss these truths frequently.
- Watch for signs of team member discomfort during discussions of team effectiveness and take steps to alleviate it.

Traps

- Don't forget how important dialogue is when you are engaging in team evaluation.
- Don't allow discussions of team effectiveness to become focused on the negative to the exclusion of the positive.
- Don't assume that it is solely the coach's responsibility to maintain healthy team dialogue when team assessment is conducted.
- Don't allow an evaluation of team effectiveness to turn into a "finger pointing" session.

Truths of Team Dialogue in Evaluation*

1. A discussion of weaknesses usually raises defenses. The only valid reason for identifying weaknesses is to determine if additional strengths are needed or what is needed to further develop existing strengths.

2. When we feel threatened by a weakness-oriented discussion, we become defensive whether we really want to or not.

3. Shared meaning and shared understanding are the essence of communication and can only happen when we dissolve defenses by focusing on strengths.

4. Openness and vulnerability are impossible when the discussion focuses on weaknesses.

5. It is much easier to be open and non-defensive when you perceive, feel, and hear about your strengths.

6. It is reassuring and reaffirming to learn more about our present and potential strengths.

7. If we dwell on others' weaknesses, we never get to know each other.

8. If we steadily search for and expect to find an ever-increasing number of strengths in others, we can come to truly know one another.

---

*Adapted from Batten, J. (1989). *Tough-minded leadership.* New York: AMACOM.

Copyright © 1998 National Educational Service

Evaluating Team Effectiveness

38 Growth and Progress

The team decides on progress indicators and develops a process for tracking growth.

Every step of progress which the world has made has been from scaffold to scaffold, and from stake to stake.

—Wendell Phillips

For related exercises, see:

Section	Exercise	Page
I	#39—Team Feedback	141
II	#68—Benchmarking	259
III	#81—Electronic Collaboration	316

Notes/Ideas

38 Growth and Progress

Team growth must be assessed and measured to determine team effectiveness.

Accurately measuring team growth means measuring both the team's end product and its process.

The product is the achievement, and the process is the means used to produce the achievement.

Goal

To establish a method of tracking the team's progress

Focus Question

How can we assess how much progress we are making in the team?

To-Dos

1. As a team, determine those qualities you can use to measure growth. Use the following categories and respective questions as a starter list, and add or delete qualities as the team agrees upon them:

   Process

   Confidence: Is our team gaining confidence?

   Motivation: Does our team want to do it?

   Effort: Is our team putting out the work to accomplish the goal?

   Responsibility: Does each team member accept his or her share of the load?

   Initiative: Does the team take quick action?

   Perseverance: Does the team keep trying until the task is completed?

   Caring: Is there a collective sense of concern for one another?

   Communication: Does the team communicate clearly and effectively?

   Common Sense: Does the team make good decisions?

   Product

   Productivity: Does the team produce either a product or the solution to a problem?

   Quality Testing: Does the team have a process to evaluate the effectiveness of its product?

   Modification: Does the team take steps to modify and refine the product to make it more effective?

2. Have team members rate each skill on a scale of 1 to 5, with 1 being low and 5 being high. Tally responses and provide feedback to the team. Identify those items that need to be maintained and those that need improvement.
3. Review these process and product skills on a regular basis (e.g., monthly) to track progress over the course of the team's life.

Follow-Up Question

What does the quality of the process have to do with the quality of the product?

Tips

- Stress that growth in teams means positive change must take place; the status quo is not an indicator of team progress.
- Remind team members that, like all living things, team relationships either grow or they decay. The team either improves or deteriorates.

Traps

- Don't believe that growth is too difficult to measure.
- Don't become so heavily invested in the product that you lose sight of the process.

Evaluating Team Effectiveness

39 Team Feedback

The group analyzes what types of feedback would be most beneficial and determines how to elicit that feedback.

> *The very purpose of existence is to reconcile the glowing opinion we hold of ourselves with the appalling things that other people think about us.*
>
> —Quentin Crisp

For related exercises, see:

Section	Exercise	Page
I	#24—Measuring Opinions	88
	#37—Evaluation and Team Dialogue	135
II	#68—Benchmarking	259
III	#91—Electronic Polling and Voting	350

Notes/Ideas

39 Team Feedback

Feedback is necessary for consistent progress. Without feedback, progress is uncertain and haphazard.

Feedback can be very threatening to people on the team.

One difference between average and high-performance teams is the quality and quantity of feedback team members use to improve their performance.

Goal

To orient team members to the purpose and value of team feedback

Focus Question

What kind of feedback do team members need from each other?

To-Dos

1. Have the team discuss the best way or ways of eliciting feedback from members.
2. Hand out the "Team Feedback" forms at the end of this activity.
3. After everyone has had a chance to review them, discuss whether the forms would provide feedback that could help team members improve their performance.
4. If necessary, modify or create a new feedback form that meets the specific feedback needs of the team.

Follow-Up Questions

Why is individual team member self-assessment a vital part of team feedback?

What kind of feedback from outside sources might be necessary and helpful in assessing team performance?

Tips

- Establish a process for soliciting feedback on a regular basis.
- Use feedback in a positive, thoughtful, and constructive fashion.
- Make team members comfortable with sharing feedback by protecting their anonymity when necessary.
- Stress that gathering feedback is the only way teams can begin to develop a plan for improvement.

Traps

- Don't solicit too much feedback. Like too much feedback in a microphone, it can be loud, confusing, and counterproductive.
- Don't frustrate members by asking for feedback and then never acknowledging or following through on suggestions.

Team Feedback

Please answer yes or no to each of the following items as it relates to your team.

A. Basic Behaviors of Team Members	YES	NO
1. Team members demonstrate group cooperation.	______	______
2. Team members cooperatively develop a model for meeting team goals.	______	______
3. Leadership is shared.	______	______
4. Division of responsibilities is clear.	______	______
5. Individual roles in the group have been clarified.	______	______

Comments

B. Specific Team Behaviors during Meetings	YES	NO
1. Sessions have a beginning, middle, and end.	______	______
2. Time is set aside for debriefing at the end of the team session.	______	______
3. Meeting agendas attempt to align goals and activities with an established time frame.	______	______

Comments

C. Specific Team Behaviors Outside of Formal Meeting Time	YES	NO
1. Team members attempt to "stay connected" with each other by phone, letter, e-mail, etc.	______	______
2. Team members prepare for the next team session (e.g., reading, watching, and listening to information related to project or topics under study by the team).	______	______

Comments

Copyright © 1998 National Educational Service

The Care and Feeding of Teams

For each of the following items, please circle the adjective that best describes your group, and add any relevant comments. You do not need to place your name on this form.

Communication skills (human relations):

a. excellent
b. good
c. average
d. below average
e. poor

Comments:

Sharing of work load among team members:

a. excellent
b. good
c. average
d. below average
e. poor

Comments:

Trust among team members:

a. excellent
b. good
c. average
d. below average
e. poor

Comments:

Problem-solving skills among team members:

a. excellent
b. good
c. average
d. below average
e. poor

Comments:

Conflict resolution among team members:

a. excellent
b. good
c. average
d. below average
e. poor

Comments:

My own efforts in contributing to team effectiveness:

a. excellent
b. good
c. average
d. below average
e. poor

Comments:

Copyright © 1998 National Educational Service

EXERCISES 40–42

Coaching Teams

Coaching Teams

40 Overcoming Resisters

Coaches learn how to deal effectively with uncooperative or difficult team members.

> *The path of least resistance is a bog.*
>
> —Unknown

For related exercises, see:

Section	Exercise	Page
I	#30—How Not to Communicate	110
II	#61—Random Acts of Kindness	231
	#69—Dipsticking for Team Problems	263
III	#94—Open Meetings	359

Notes/Ideas

40 Overcoming Resisters

In every team situation that involves major growth and change, there are likely to be those who resist.

Handled properly, resisters can become some of the most productive team members. Treating them harshly, however, is often counterproductive.

Effective team leaders and coaches plan in advance how to respond to resisters.

Goal

To explore strategies for responding to a team member's resistance

Focus Question

What is the most effective response to resisters?

To-Dos

1. List the types of resistance you are currently getting from people on your team.
2. Categorize the items on this list into (a) severe, (b) moderate, or (c) limited resistance.
3. Ask yourself what strategies you have used to address the resistance implied and how effective they have been.
4. Identify constructive strategies for handling resisters in each of the three categories. Consider the following tactics. Under what circumstances might each be appropriate?
    - Listening attentively to the resister's ideas
    - Reacting to the resister with positive nonverbal cues
    - Repeating the resister's response to gauge other team members' reactions
    - Putting the resister in charge of a project or in a leadership role within the team
5. For each strategy you identify, role-play a situation in which that strategy could be used with a resister.

Follow-Up Questions

How can you determine which strategy will work best in a particular situation?

How have resisters reacted to you previously?

Tips

- Remain calm, don't prepare for battle, and be flexible.
- Put resisters in visible, or even leadership, roles rather than trying to stifle them.

Traps

- Don't devalue resisters' contributions to team productivity.
- Don't focus on trying to control or manipulate resisters.
- Don't forget that every issue has at least two sides—both of which often have some validity.

Coaching Teams

41 Seven Steps toward Increased Team Productivity

The coach and team work together to identify coaching strategies for improving team effectiveness.

> *Destiny is not a matter of chance, it is a matter of choice.*
>
> —William Jennings Bryan

For related exercises, see:

Section	Exercise	Page
I	#3—Benefits and Drawbacks of Teams	13
II	#70—The Coach's Pledge	269
III	#101—Electronic Coaching	385

Notes/Ideas

41 Seven Steps toward Increased Team Productivity

Coaches can have a powerful influence on team performance and team productivity.

The coach should allocate members' talents and strengths in a way that best benefits the team as a whole.

The coach needs to clearly identify what he or she expects from team members and hold them accountable for results.

Goal

To develop strategies for increasing team effectiveness and productivity

Focus Question

What can a coach do to increase team productivity?

To-Dos

1. Share the seven-point plan for increasing team productivity located on the next page.
2. Have the team discuss these strategies with the coach.
3. Allow team members to add or delete strategies they think will help them become even more productive.

Follow-Up Question

What role should each team member play in increasing the team's productivity?

Tips

- Review the seven-step approach regularly as you coach the team.
- Modify the seven steps according to the team's reaction to your suggestions and help.
- Be sure to share your own perspective and ideas with the team.

Traps

- Don't assume it is entirely the coach's responsibility to make the team more productive; it is actually a collective responsibility.
- Don't become heavy-handed in your approach—remember to coach, not dictate.

Seven Steps toward Increased Team Productivity—A Coach's Perspective*

1. Identify the strengths that team members show in work situations. Also, ask them to list what they perceive as their own strengths. Tie these strengths directly to expected job contributions.

2. Classify strengths according to three categories: decision making or evaluation, problem solving or analysis, and communications or "people" skills. Rate proficiency in each area and determine where more training is needed.

3. Develop these strengths through challenging assignments that stretch team members' abilities.

4. Assign or allow people to move to teams where their strengths will most benefit the organization.

5. Set high expectations through mutually agreed-upon performance objectives, and hold each team member accountable for results.

6. Measure strengths and monitor progress made toward goals. Recognize improvement, no matter how small.

7. Use feedback and self-monitoring by team members to keep performance levels high. Compensate teams directly for the results they produce.

---

*Adapted from Batten, J. (1989). *Tough-minded leadership.* New York: AMACOM, p. 11.

Copyright © 1998 National Educational Service

Coaching Teams

42 Successful Teams: A Six-Point Reminder for Coaches

The team identifies what it needs to be successful and discusses how the coach can help meet those needs.

You become successful by helping others become successful.

—James B. Miller

For related exercises, see:

Section	Exercise	Page
I	#41—Seven Steps toward Increased Team Productivity	152
II	#44—Success Features	170
III	#101—Electronic Coaching	385

Notes/Ideas

42 Successful Teams: A Six-Point Reminder for Coaches

The coach plays an important role in promoting team success.

The early stages of team development are critical to team bonding and morale building.

The coach needs to be especially sensitive and responsive to the team members' needs in the early stages of development.

Goal

To explore what a coach can do to get a team off to a good start

Focus Question

What should a coach do to help the team in its early stages of development?

To-Dos

1. Have the team identify its needs and list them on the board. To get started, consider the following categories:
   - Training
   - Secretarial/clerical support (record-keeping, sending out reminders, making copies, etc.)
   - Technological support (help with accessing other members electronically, equipment compatibility concerns, etc.)
   - Creature comforts (snacks, beverages, etc.)
   - Communication (keeping members up-to-date, sending progress reports to principal, school board, etc.)
2. Let the members work together to place the items in order of priority.
3. Share the handout, "Successful Teams: A Six-Point Reminder for Coaches," at the end of this activity with the team.
4. Discuss the needs the team has identified and make plans for addressing them.

Follow-Up Questions

How much responsibility for team success is shared between the coach and team members?

Who has greater responsibility—team or coach?

Tips

- Emphasize the importance of flexibility and innovation in the team process.
- Make sure that the team experiences some form of moderate success right away.
- Remember that teams need structure in the early stages of their development.

Traps

- Don't rush things. Take enough time in the early stages to allow members to become comfortable with their new roles.
- Don't forget to share the game plan with team members right away so they have an immediate sense of purpose and direction.

Successful Teams: A Six-Point Reminder for Coaches*

For successful team work, I need to:

1. Build a mix of personalities.

2. Establish a sense of urgency, not panic.

3. Make the first meetings count by setting the tone for all other meetings.

4. Set standards of behavior (i.e., arrive on time, keep meeting information confidential, etc.).

5. Make sure the team does something successful right away to promote a strong unit.

6. Use positive reinforcement.

---

*Adapted from *Working smart: Personal report for the executive.* New York: National Institute of Business Management, pp. 6–93.

Copyright © 1998 National Educational Service

Suggested Readings for Teaming

Bolman, L. G., & Deal, T .E. (1992). What makes a team work? *Organizational Dynamics 21*(2), 34–44.

Covey, S. R. (1988). *Seven habits of highly effective people.* New York: Fireside.

Douglass, M. E., & Douglass, D. N. (1992). *Time management for teams.* New York: AMACOM.

Fisher, K., Rayner, S., & Belgard, W. (1995). *Tips for teams: A ready reference for solving common team problems.* New York: McGraw-Hill.

Harrington-Mackin, D. (1994). *The team building tool kit: Tips, tactics, and rules for effective workplace teams.* New York: AMACOM.

Katzenback, J. R., & Smith, D. K. (1993). *The wisdom of teams: Creating the high-performance organization.* Boston, MA: Harvard Business School Press.

Lipnack, J. P., & Stamps, J. S. (1993). *The TeamNet factor: Bringing the power of boundary-crossing teams into the heart of your business.* Essex Junction, VT: Oliver Wright.

Maeroff, G. I. (1993). *Team building for school change.* New York: Teachers College Press.

Scholtes, P. R. (1992). *The team handbook: How to use teams to improve quality.* Madison, WI: Joiner Associates.

Section II

High-Performance Teams: Enhancing Productivity

High-Performance Teams: Enhancing Productivity

Section II is designed to help you understand the more sophisticated skills required to create and maintain high-performance teams.

The term "high-performance team" is defined as *a collection of people who have clarity of purpose, elevating goals, mutual accountability, and who produce a joint product.* High-performance teams have the following characteristics:

- Team members with complementary skills
- Common working approach
- Well-defined roles within the team
- A strong relationship with a facilitator or coach outside of the team
- Limited need for guidance or supervision
- Function as "one" on any given task

For schools that are heavily involved in school improvement or other innovations, high-performance teams are essential ingredients of the change process. Unfortunately, there are a limited number of high-performance teams in education today.

High-performing teams do not exist by accident. It is rare that a team becomes a high-performance team without specific training and a visionary leader who knows how to marshal the resources necessary to initiate the desired change. Schools that require creative, innovative, and problem-solving teams must be willing to train them to become high-performance teams.

Directions for Getting Started

For an overview of the content in Section II, scan the various exercises and target concepts that look interesting and helpful.

Several of the exercises are similar in nature. An array of alternative exercises has been created to offer choice and meet the various needs faced by learning and technology leaders. Choose only those exercises that suit your particular needs.

As in Section I, prior to each exercise, there is an Organizer Page to help you understand the teaming concept presented. The activity concept is defined and is followed by a quote designed to stimulate your thinking. A table is also provided, which identifies other related learning activities found in Sections I and III.

EXERCISES 43–47

Characteristics of High-Performance Teams

Characteristics of High-Performance Teams

43 Results-Driven Teams

The team discusses characteristics of teams that focus on and achieve results.

> *People remember:*
> *90% of what they do,*
> *75% of what they say, and*
> *10% of what they hear.*
>
> —Thomas Kelly

For related exercises, see:

Section	Exercise	Page
I	#8—Selecting Team Members	33
II	#49—Different Teams for Different Purposes	188
	#53—Goal Clarity	202
	#58—Covenant	221
III	#88—Strategies for Using Electronic Collaboration	339

Notes/Ideas

43 Results-Driven Teams

High-performance teams have well-defined channels of communication, division of labor, and clear authority.

The importance of these structures is not in their presence or absence, nor in having structure for structure's sake. Rather, their significance lies in identifying the appropriate framework for the achievement of a specific performance objective.

A results-driven structure makes sense to the team members involved and does not confuse effort with results.

Goal

To analyze what sorts of team structures characterize results-driven teams

Focus Question

What characterizes a results-driven team?

To-Dos

1. Discuss the following story from Dr. Thomas Drabek, a leading expert on disasters. Dr. Drabek tells of a tragedy that might have been averted during a flash flood in Texas if the rescuers had had team structures in place better suited to coordinating their lifesaving efforts.

> *I can recall the frustration in the sheriff's voice as he told of standing at the edge of a very dangerous river where flooding was occurring. He said he would never forget his sense of helplessness at seeing a woman in the tree being battered by the water while hanging onto a limb. Above were two helicopters—one from a state agency, the other from a military agency—and he (the sheriff) was standing there with his radio in his cruiser, but he was on a frequency that could only connect with his office.*
>
> *He called his office on his radio and tried to tell them where this woman was. The helicopters were going up and down the river and actually rescuing people out of trees. This woman, however, was underneath a bunch of limbs and could not be seen from above. The helicopters were above him, and the woman was in front of him in the middle of the river, but there was no way he could talk to the pilot. The helicopter finally went by. The woman let go and was drowned. The next day, the sheriff went out and bought CB radios for himself and the pilots.* (Larson & Lafasto, 1989, p. 39)

2. Ask team members to describe a results-driven team in writing as well as verbally. Then ask them to diagram its structure in picture form.
3. Using the criteria they have just generated, have members determine whether they are a results-driven team. Which elements are present and which are absent?

Follow-Up Question

Can there be too much as well as too little team structure? How? Why?

Tips

- Remember that a results-driven orientation in teams is usually no accident. Results-driven teams consciously decide which indicators of success they will monitor and how they will be measured.
- Coach teams to be results-driven by reminding them of their goals and making sure all decisions and activities work toward achieving those goals.

Traps

- Don't underestimate the importance of a results-driven structure. It is the only way to ensure that a team's efforts are consistent with its goals.
- Don't overlook the bottom line in teamwork—results.

Reference

Larson, C., & LaFasto, F. M. (1989). *Teamwork: What must go right/What can go wrong.* Newbury, CA: Sage.

44 Success Features

Characteristics of High-Performance Teams

The team explores common characteristics of successful teams.

The road to success is always under construction.

—Anthony Robbins

For related exercises, see:

Section	Exercise	Page
I	#6—Team Roles	25
	#38—Growth and Progress	138
II	#48—Identifying Team Responsibilities	185
III	#74—Using Technology: Four Team Choices	291

Notes/Ideas

44 Success Features

There are certain characteristics common to all high-performance teams.

Five key characteristics are:

1. Clear roles and accountabilities.
2. An effective communication system.
3. Established methods of monitoring individual performance and providing feedback.
4. Fact-based judgments.
5. Emphasis on both product and process.

Goal

To explore the common features of high-performance teams and determine whether or not they are present in your team

Focus Question

Are the key characteristics of high-performance teams present in our team?

To-Dos

1. Discuss the four features of high-performance teams identified in the handout at the end of this exercise.
2. Ask team members to provide examples that illustrate the presence or absence of these features in the team.
3. Ask team members to recall other team experiences in which these behaviors were present or absent. What were the consequences?

Follow-Up Questions

For those success factors that are present, what has facilitated them?

For those success factors that are not present, what are the barriers to them?

For those success factors that our team does not yet have, what must we do to obtain them?

Tips

- Expect high-performance teams to have most of these features—not just one or two.
- Ensure success by analyzing and practicing success features that characterize other high-performance teams.

Traps

- Don't expect immediate success. It may take several months or even years for a team to master all five success features.
- Don't set your expectations too low by refusing to benchmark your team against other high-performance teams that exhibit these success features. Even when the gap between the team's current performance and the success features seems great, setting high expectations can be a powerful motivator for improvement.

Reference

Larson, C., & LaFasto, F. M. (1989). *Teamwork: What must go right/What can go wrong.* Newbury, CA: Sage.

Success Factors—
Characteristics of High-Performance Teams

1. **Clear Roles and Accountabilities**

   Each member's relationship to the team is defined in terms of the role he or she is to assume and the results that role is to produce. A team's success is only as good as the collective performance of its individual members. On successful teams, everyone is accountable all of the time.

2. **An Effective Communication System**

   Effective lines of communication include: (a) easily accessible information, (b) credible sources of information, (c) opportunities to raise issues not on the formal agenda, and (d) methods of documenting issues raised and decisions made.

3. **Established Methods of Monitoring Individual Performance and Providing Feedback**

   Without monitoring an individual's performance, it is impossible to determine, with any sense of accuracy and equity, how he or she should be rewarded, what his or her development needs are, and what additional responsibilities he or she might assume in the future.

4. **Fact-Based Judgments**

   Sound decision making must be based on objective and factual data, rather than on personalities or personal preferences.

5. **Emphasis on Both Product and Process**

   In successful teams, there is an equal emphasis on the product produced *and* the process used to create that product.

Copyright © 1998 National Educational Service

Characteristics of High-Performance Teams

45 Team Structures

Members learn how various team configurations can be used to achieve different objectives.

A job worth doing is worth doing together.

—James B. Miller

For related exercises, see:

Section	Exercise	Page
I	#6—Team Roles	25
II	#51—Asking the Right Questions	196
III	#77—Managing Different Levels of Technology Expertise	303

Notes/Ideas

45 Team Structures

Teams can be structured in a variety of ways.

The effectiveness of a particular structure may depend upon the objective to be achieved.

Some of the different objectives that require different team structures are (1) problem resolution, (2) creativity, (3) tactical planning, (4) learning, and (5) product development.

Goal

To discuss different kinds of team structures that can be used to achieve different goals

Focus Question

How should we structure our team to best achieve our objective?

To-Dos

1. Circulate the "Team Structures" diagram on the next page.
2. Explain the different team structures, including their dominant features and process emphasis, and provide illustrations found in the world of work and education.
3. Allow team members to ask questions about the various structures.
4. Ask the team whether all five team structures are found in education or in any one organization. Have them give examples.
5. Have the team determine what kind of training is necessary to be successful in all five team structures.

Follow-Up Questions

Which team structure do you feel most comfortable with?

Which team structure is best suited for your organization or school?

Tips

- Point out similar elements found in all five types of team structures.
- Provide differentiated training because different team structures require different skills.

Traps

- Don't assume that the right team structure will emerge without planning or forethought.
- Don't assume that only one type of structure is required or possible in high-performance teams.

Team Structures

Broad Objective	Dominant Feature	Process Emphasis	Example
1. Problem Resolution	Trust	• Focus on issues	Center for Disease Control Team
2. Creativity	Autonomy	• Exploration of possibilities and alternatives	McDonald's McNugget Team
3. Tactical Planning	Clarity	• Directive • High focus • Role clarity • Well-defined operational structures • Accuracy	Cardiac surgery team
4. Learning	Focus on Questioning	• Exploration • Creativity • Knowledge creation	Learning team (development team)
5. Product Development	Just-in-time Delivery	• Creativity • Filling a niche	Boeing Manufacturing Team

Copyright © 1998 National Educational Service

Characteristics of High-Performance Teams

46 Unified Commitment

The team works to understand the meaning of unified commitment and its importance to team success.

> *Teams who have it together sing out of the same hymn book.*
>
> —Unknown

For related exercises, see:

Section	Exercise	Page
I	#8—Selecting Team Members	33
II	#53—Goal Clarity	202
	#58—Covenant	221
III	#94—Open Meetings	359

Notes/Ideas

46 Unified Commitment

High-performance teams are characterized not just by commitment, but by unified commitment.

Unified commitment includes a sense of loyalty and dedication to the team.

Goal

To explore the importance of unified commitment in teamwork

Focus Question

What is unified commitment and how do you achieve it?

To-Dos

1. Relate this story, as told by Jim Lynch, captain of the championship Notre Dame football team.

   > *When I was captain of the team, I took it so damn seriously it's unbelievable. To this day I still believe that's the greatest honor I ever had in playing. I made All-American, All-Pro, and won the Maxwell trophy, but those things never meant as much to me as being captain of that football team. I believed in it so much: I believed in the people who were there and I believed in Notre Dame . . . . It was kind of a magical time. It was a time when everybody worked their hind ends off. I can hardly explain it, but it really was a group of guys that believed in what they were doing. The coach instilled that. He took a team that was two and seven my freshman year, and the next year (1964), we went nine and one and almost won the national championship. . . We had the players, we were coached so well, and we believed so much in what we were doing. You would have kids that would get hurt in the middle of the game and would literally crawl off the field so they wouldn't have to call time out. It wasn't like that was a big deal, that's just what you naturally did. I never felt that again with any other team. Amazing stuff.* (Larson & LaFasto, 1989, p. 73).

2. Read the story again, more slowly, and have members pick out key phrases indicating the characteristics of unified commitment.

   From these phrases and from their own experience with teaming, have members develop a working definition of unified commitment and a list of prerequisites that must be present in order for it to occur.

3. Using this definition and checklist as a benchmark, have the team determine which prerequisite characteristics it has and which are lacking.
4. Discuss what needs to be done to achieve these characteristics, and outline a plan for doing so.

Follow-Up Question

What are some of the common barriers to unified commitment that make it so rare?

Tip

- Stress that unified commitment is impossible without the dedication of all team members.

Traps

- Don't expect to have unified commitment in your team without planning and practice.
- Don't ignore the fact that without unified commitment, even well-meaning teams with talented members are often ineffective.

Reference

Larson, C., & LaFasto, F. M. (1989). *Teamwork: What must go right/What can go wrong.* Newbury, CA: Sage.

Characteristics of High-Performance Teams

47 Passion

Team members discuss the difference between average performance and passionate performance.

Passion is the relentless pursuit of excellence.

—Unknown

For related exercises, see:

Section	Exercise	Page
II	#46—Unified Commitment	177
	#54—Empowerment	205
	#62—Playing	234
III	#86—Information Literacy	334

Notes/Ideas

47 Passion

High-performance team members develop passion about their work, each other, and their team.

The development of passion is not easily understood or often accomplished.

Goal

To learn how to distinguish between average performance and passionate performance

Focus Question

What is passion and how does it relate to teamwork?

To-Dos

1. Have the team discuss the difference between an average performance and a passionate one. Start by examining the following statements:

   Passion is:

   The difference between **a job and a career.**

   The difference between **an actor and a star.**

   The difference between **a painting and a work of art.**

   The difference between **caring and intimacy.**

   The difference between **intelligence and genius.**

   The difference between **winning a game and winning a championship.**

2. To promote a greater understanding, have each team member complete the following sentence with his or her own definition of passion.

   Passion is the difference between _________ *and* ____________.

3. Have the team identify and discuss famous teams whose passion for their work led to team greatness.

Follow-Up Question

Is there a way to generate or encourage passion in teamwork? If so, how?

Tip

- Emphasize that the difference between being an average and an excellent team is passion.

Traps

- Don't assume that organizational greatness comes from individual effort rather than team effort.
- Don't expect to achieve team excellence without passion.

Reference

Adapted from Godek, G. (1993). *Romance 101—Lessons in love*. Boston: Casablanca Press.

EXERCISES 48–57

Moving beyond Teams to High-Performance Teams

Moving beyond Teams to High-Performance Teams

48 Identifying Team Responsibilities

Team members explore and identify their responsibilities to the team.

> *You can't escape the responsibility of tomorrow by evading it today.*
>
> —Abraham Lincoln

For related exercises, see:

Section	Exercise	Page
I	#6—Team Roles	25
	#36—Commitment by Contract	131
II	#58—Covenant	221
III	#80—Basic Technology Competencies	313

Notes/Ideas

48 Identifying Team Responsibilities

Sometimes team members don't know where to start, what their responsibilities are, or how to move forward.

Identifying and articulating exact responsibilities may help set a team in motion and keep it on track.

Goal

To orient team members to their respective responsibilities

Focus Question

In very specific terms, what are our team responsibilities?

To-Dos

1. Have team members discuss their current understanding of their individual responsibilities.
2. Circulate the "Team Responsibilities Checklist" on the next page.
3. Have members discuss whether this exercise helps them clarify their purpose and responsibilities. If the team identifies additional responsibilities, add them to the checklist.
4. When the team has developed a responsibility checklist that everyone agrees with, have each member sign and date the document.

Follow-Up Question

If team members are still confused about their individual responsibilities, what should the team leader do?

Tips

- Facilitate team efficiency by referring to team responsibilities regularly.
- If individual members have specific responsibilities, prepare a written document for each member, detailing his or her specific responsibilities as well as the general ones agreed upon by the team.

Traps

- Don't allow teams to flounder too long without providing reminders or hints about their responsibilities.
- Don't assume that team members will automatically know their responsibilities and be ready to function in teams.

Team Responsibilities Checklist

How am I doing with:

	YES	NO
1. **Goals or outcomes?** I am responsible at all times for working to meet the goal(s) determined by the team.	______	______
2. **Necessary resources?** I am responsible for sharing with the team my individual resources, in terms of knowledge, time, energy, and dedication.	______	______
3. **Assignments?** I am responsible for completing all assignments within the specified time frame.	______	______
4. **Meeting schedule (dates and times)?** I am responsible for attending team meetings and events as set forth in the meeting schedule.	______	______
5. **Health breaks/food functions?** I am responsible for taking breaks when I need them and taking my turn to provide the team with snacks during meetings.	______	______
6. **Planning the beginning (set) and ending (closure) of each meeting?** I am responsible for doing my part—prior to, during, and after meetings—to ensure that team meetings run according to agenda.	______	______
7. **Strategies/activities functions?** I am responsible for participating in and contributing to all team strategies, projects, and activities.	______	______
8. **Standards of individual and team behavior?** I am responsible for upholding the highest standards of both individual and team behavior, as set forth by the team.	______	______

______________________________ ______________________________

______________________________ (date)

____

____

(team member signatures)

Copyright © 1998 National Educational Service

Moving beyond Teams to High-Performance Teams

49 Different Teams for Different Purposes

The team examines different types of group and team structures and analyzes how each structure might be used for different purposes.

Work smarter, not harder.

—Unknown

For related exercises, see:

Section	Exercise	Page
I	#7—Team Size	29
	#41—Seven Steps toward Increased Team Productivity	152
II	#48—Identifying Team Responsibilities	185
	#63—Functional Teams	241
III	#74—Using Technology: Four Team Choices	291

Notes/Ideas

49 Different Teams for Different Purposes

Different types of teams may be particularly suited to achieving different purposes. These types include groups, teams, high-performance teams, and technology-based teams.

Different team types can be developed according to the needs of the school or organization.

Goal

To understand the different types of group and team structures and how they can be used for different purposes

Focus Questions

What are the distinguishing characteristics of different kinds of teams?

How can different teams be used for different purposes?

To-Dos

1. Discuss the different types of teams named on page 191.
2. Have team members discuss what objective(s) each type of team might best be used to accomplish.
3. Have members analyze and determine which team best meets their organization's needs for accomplishing various organizational goals.
4. Outline a process of staff development training that allows participants to learn about the different styles of teams.

Follow-Up Questions

Is one type of team more valuable or productive than others?

What might happen if the wrong type of team is used?

What type of team do we have?

Tips

- Be sure to clarify the difference between groups and teams before you begin using teams in your organization.
- Provide training that allows people to be successful in teams.
- Remember that people who learn how to function in groups at an early age are able to transition to more complex team structures at a later age.

Traps

- Don't overlook the significant differences between different team styles.
- Don't underestimate the amount of training and time people need to become proficient in different team structures.
- Don't view teaming as a fad that will pass with time.

Team Structures: Different Teams for Different Purposes

Groups are characterized by:

- Members who share limited information
- Minimum common purpose
- No common performance
- No joint product
- No mutual accountability
- Direction from a supervisor or outside leader

Teams are characterized by:

- Members who share some information
- More clarity of purpose, goals, and common working approach than a group has
- Management by supervisor or outside leader (coach)

High-performance teams are characterized by:

- Members with complementary skills
- Common purpose, goals, and working approach
- Members who hold themselves mutually accountable
- Less dependence on supervisor or outside leader (coach) for goal and direction

Technology-based teams are characterized by:

- Abundance of high-performance team skills
- Members who are deeply committed to one another's success
- Use of technology both as work tool and product creation tool
- Members who work and can learn anything, anytime, anywhere—together and apart

Copyright © 1998 National Educational Service

Moving beyond Teams to High-Performance Teams

50 Time Management

The team examines strategies for making the best use of its time.

> *Collaborative efforts are a lot like dating. It helps to build the relationship carefully.*
>
> —Unknown

For related exercises, see:

Section	Exercise	Page
I	#5—Agenda Setting	21
	#12—Finding Time for Teaming	45
II	#52—Elevating Goals	199
	#69—Dipsticking for Team Problems	263
III	#78—Electronic Meetings	307

Notes/Ideas

50 Time Management

Time management is one of the most important skills needed in the initial stages of team development.

Managing time within the team is often difficult because members may be accustomed to having a leader or teacher plan their time for them.

When planning team time, it is especially important to map out what takes place at the beginning and end of team activities.

Goal

To help team members understand how to use time

Focus Question

How can a team best align its goals and outcomes with available time?

To-Dos

1. Have team members complete the "Time Awareness Audit" on the following page. Discuss team member responses.
2. Examine the "Time Management Planning Tool" located on page 195 and discuss the potential value of using this planning tool.
3. Practice:
   - identifying starting and ending times
   - identifying goals
   - identifying expected outcomes, using the Time Management Planning Tool

Follow-Up Question

What are our team's barriers to more effective time management? How can we overcome those barriers?

Tips

- Allow all team members to share in the responsibility of managing time.
- Maintain high expectations with regard to time management because time is one of the most important commodities of knowledge workers.

Traps

- Don't assume that teams will regulate their use of time automatically without training or prompting by the coach.
- Don't be quick to judge "nonproductive" time; often, this seemingly wasted time is very beneficial to team understanding.

Time Awareness Audit: How Does Your Team Use Its Time?

Directions: Complete the following questions individually. Tally and discuss the responses as a team.

	Strongly agree		Don't know		Strongly disagree
1. My team uses its time effectively. Comment: ______________________	1	2	3	4	5
2. My team tends to deal promptly with crises or pressing problems. Comment: ______________________	1	2	3	4	5
3. My team spends considerable time building relationships and planning to be successful. Comment: ______________________	1	2	3	4	5
4. My team tends to view many activities as urgent, even when they are really not important. Comment: ______________________	1	2	3	4	5
5. My team tends to waste time on trivial matters. Comment: ______________________	1	2	3	4	5
6. Our meetings start and end on time. Comment: ______________________	1	2	3	4	5
7. We never seem to get through all of our agenda items by the end of the allotted meeting time. Comment: ______________________	1	2	3	4	5

Copyright © 1998 National Educational Service

Time Management Planning Tool: Aligning Goals, Outcome, and Time

Directions: Identify the starting time and ending time for the activities that will help the team achieve its goals.

Reason for Meeting: ____

____

Desired Outcome: ____

____

Scheduled Time

Start: ____________________ End: ____________________

Proposed Activities to Meet Team Goals:	Start Time	End Time
1. ____________________	________	________
2. ____________________	________	________
3. ____________________	________	________
4. ____________________	________	________
5. ____________________	________	________
6. ____________________	________	________
7. ____________________	________	________
8. ____________________	________	________
9. ____________________	________	________
10. ____________________	________	________
11. ____________________	________	________
12. ____________________	________	________

Additional Notes:

Copyright © 1998 National Educational Service

Moving beyond Teams to High-Performance Teams

51 Asking the Right Questions

The team explores the importance of formulating effective questions.

Judge a man by his questions rather than by his answers.

—Voltaire

For related exercises, see:

Section	Exercise	Page
I	#22—Decision-Making Strategies	81
II	#53—Goal Clarity	202
III	#76—The Internet	298
	#86—Information Literacy	334

Notes/Ideas

51 Asking the Right Questions

Asking questions is what provokes the search for answers; questions lead to the accumulation of knowledge.

Knowing how to ask the right questions is vital to finding the information you need.

Goal

To explore the importance of asking the right questions in order to enhance team productivity

Focus Question

What sort of questions should we be asking to get the answers we need for increased team effectiveness?

To-Dos

1. Discuss how a slight change in the wording of a question can completely change the kind of answers it elicits. Use the following examples:
    - What are we doing wrong? *vs.* What could we be doing better?
    - Is this the right thing to do? *vs.* Is this the best way to handle this situation?
    - Do you agree? *vs.* How do you feel about this?
2. Give members a copy of the "Asking the Right Questions" handout on the next page.
3. Give members a sample topic or problem (e.g., test scores are too low in the district; funding for a specific program has been cut; out-of-school suspensions are increasing) and have them practice formulating questions that will generate effective answers.

Follow-Up Question

What does the process of asking questions lead to?

Tips

- Ask open-ended, thought-provoking questions.
- Begin team activities with a set of questions designed to start members thinking about the exercise or issue under examination.
- End team activities by reflecting on the questions that were used to begin the activity.

Traps

- Don't overfocus on looking for "the right answer." Oftentimes, there are several "right" answers to a question.
- Don't make question-asking the exclusive province of the coach or team leader. Everyone should be involved in identifying questions.

Asking the Right Questions

What is the value of…?

How can we do it better?

What would happen if…?

What would happen if we reversed this?

What are the potential barriers to…?

What makes this work?

Is there more than one answer?

How can we maximize (or minimize)…?

What role can I play in…?

Copyright © 1998 National Educational Service

Moving beyond Teams to High-Performance Teams

52 Elevating Goals

Team members explore the concept of setting goals that push them beyond their normal performance.

Shoot for the moon. Even if you miss it you will land among the stars.

—Les Brown

For related exercises, see:

Section	Exercise	Page
I	#14—Participation	55
II	#53—Goal Clarity	202
	#58—Covenant	221

Notes/Ideas

202

52 Elevating Goals

High-performance teams need to be challenged—to have the limits of physical and mental abilities stretched.

Goals that challenge and motivate beyond normal expectations are "elevating goals"—that is, they take people higher and further than they could or would normally go.

Elevating goals allow teams to focus on their results and progress.

Goal

To analyze the concept of elevating goals in high-performance teams

Focus Question

What are the characteristics of elevating goals in high-performance teams?

To-Dos

1. Discuss the following story from Pat Dillingham, who uses mountain-climbing to describe elevating goals:

   > *It is something that is difficult to put into words. If I attempted to articulate it, it would be like something that challenges me so much and makes me so glad I survived the situation I put myself in, that it recharges my battery. It makes me feel like I'm surely not going to die as a person, either physically or mentally. There is no one thing I do that pushes me to my limits like mountaineering.* (Larson & Lafasto, 1989, pp. 31–32)

2. Point out some of the following things that often happen when teams work toward elevating goals:
   - Team members may feel a sense of urgency.
   - The rate of communication between members may increase.
   - Team members may lose their sense of time.
   - There may be a strong sense of excitement among members.
3. Have team members discuss situations in which they have set and worked toward elevating goals. Ask them to share how they felt at those times and what outcomes they achieved.

Follow-Up Questions

Does our team have elevating goals?

If so, what are they? If not, how can we set them?

Tips

- Search for historical examples or stories that illustrate elevating goals in high-performance teams.
- Realize that to be most effective, elevating goals should be set by the team itself. Goals imposed by external sources will not necessarily be personally challenging or motivating to team members.

Traps

- Don't allow the example given to limit team members' understanding of elevating goals. Elevating goals can be products of intellectual team efforts as well as of sports or physical events.
- Don't underestimate the impact of elevating goals on individual team member behavior.

Reference

Larson, C., & Lafasto, F. M. (1989). *Teamwork: What must go right/What can go wrong.* Newbury Park, CA: Sage, pp. 31–32.

Moving beyond Teams to High-Performance Teams

53 Goal Clarity

The team analyzes the importance of having clearly defined goals.

> *Those who know that they are profound strive for clarity. Those who would like to seem profound to the crowd strive for obscurity.*
>
> —Friedrich Nietzsche

For related exercises, see:

Section	Exercise	Page
I	#14—Participation	55
II	#46—Unified Commitment	177
	#58—Covenant	221
III	#83—Electronic Compatibility	322

Notes/Ideas

53 Goal Clarity

Unless a team determines exactly where it needs to go, it is unlikely that it will ever get there.

Vague, unfocused goals lead to ineffective team behavior.

To be a high-performance team, all members must have a clear understanding of team goals.

Goal

To analyze the importance of goal clarity

Focus Question

Why is goal clarity important in team performance?

To-Dos

1. Relate the following story, which considers goal clarity in teams:

> *The mission of the Rogers Commission was to investigate the Challenger disaster and determine cause within 120 days—a goal that was frequently reinforced by Chairman Rogers and Executive Director Alton G. Keel, Jr.*
>
> *The team was under considerable pressure from the public and media to assess blame. However, the focus of the commission was to determine not blame, but* cause. *What caused the disaster? What were the major contributing factors?*
>
> *In an exemplary illustration of goal clarity, the Roger's Commission report never deviates from the question of what happened and why. The team's mission was clear and concrete, and the team was able to execute it effectively.* (Larson & Lafasto, 1989, p. 29)

2. Discuss the implications of the story for your team and the clarity of its goals.

Follow-Up Questions

Describe instances when you were part of a team that had clearly defined goals. What made them clear? How did you feel about working toward those goals?

Describe instances when you were part of a team that did not have clearly defined goals. What happened?

Tips

- Search for historical examples that illustrate high-performance teams that had clear goals.
- Get team members to critically examine the clarity of their goals, covenant, contract, and other documentation.
- Use a visual illustration, such as a map, to reinforce to team members the importance of knowing exactly where you are going in order to get there.

Traps

- Don't assume that clear goals can come only from outside the team—from a coach or external authority.
- Don't underestimate the power of goal-setting as a motivational device for high team performance.

Reference

Larson, C., & LaFasto, F. M. (1989). *Teamwork: What must go right/What can go wrong.* Newbury Park, CA: Sage.

Moving beyond Teams to High-Performance Teams

54 Empowerment

The team explores what fosters and what inhibits empowerment of team members.

> *Never tell people how to do things. Tell them what to do, and they will surprise you with their ingenuity.*
>
> —George S. Patton

For related exercises, see:

Section	Exercise	Page
I	#6—Team Roles	25
	#15—Team Rules	58
II	#45—Team Structures	174
III	#74—Using Technology: Four Team Choices	291

Notes/Ideas

54 Empowerment

High-performance or self-directed teams are meant to be empowered—to be set free to problem-solve and assume responsibility for their own actions.

When team members are empowered to act, they feel a sense of ownership in the team and its goals.

Empowerment leads to improved morale, performance, and decision-making.

Goal

To understand the concept of empowerment and how to foster it

Focus Questions

What is empowerment?

What fosters it and what hinders it?

To-Dos

1. Give members copies of the "Empowerment Blockers and Enhancers" handout on page 208 and allow them to examine and discuss the items.
2. Have team members consider the lists at the bottom of the handout that identify what empowers individuals and what empowers teams. Have team members brainstorm and add additional items.
3. Compare these two lists, and discuss how they are different and how they are similar.

Follow-Up Questions

Why do some leaders not want teams to be empowered?

Why do some team members not want to be empowered?

How can these barriers be overcome?

Tips

- Remember that some leaders do not want teams to be empowered and that some team members do not want to be empowered.
- Stress that all team members must understand and believe in empowerment in order to achieve maximum team effectiveness.

Traps

- Don't overlook the fact that empowerment takes much training, practice, and patience.

- Don't view empowerment as something that can be "given" by a coach or "assumed" by a team. It is, in fact, a joint responsibility that can be met only by efforts from all involved parties.

Empowerment Blockers and Enhancers

Blockers	Enhancers
Fear	Confidence
Confusion	Joy
Sadness	Faith/belief
Anger	Curiosity
Doubt	Empathy
Depression	Understanding
Frustration	Tolerance for ambiguity
Anxiety	Clear focus
Pity	Hope

What empowers…

Individuals	Teams
Belief in oneself	Belief in other team members
Support of others	Support of coach
Knowledge	Knowledge
Faith	Faith
Vision of future	Vision of future

Copyright © 1998 National Educational Service

Moving beyond Teams to High-Performance Teams

55 Skill Indicators

The team discusses skills that set high-performance teams apart from other teams and then audits itself to determine which of those skills it has.

Most things are easy to learn, but hard to master.

—William Scarborough

For related exercises, see:

Section	Exercise	Page
I	#38—Growth and Progress	138
II	#52—Elevating Goals	199

Notes/Ideas

55 Skill Indicators

High-performance teams have several distinct skills that distinguish them from other teams.

High-performance teams know what to do and when to do it without agonizing or procrastinating. They recognize that tough decisions require tough choices.

Goal

To explore the set of skills that distinguishes high-performance teams from other teams

Focus Question

What specific skills do high-performance teams have that other teams do not?

To-Dos

1. Ask the team to discuss the focus question.
2. After a brief discussion, hand out copies of the "High-Performance Teams Skill Indicator Audit" on the next page and ask each team member to complete the form.
3. Discuss members' responses to determine which of the skills the team already has and which need to be developed.
4. Together, begin to plan how the team can practice these skills or obtain additional training, if needed.

Follow-Up Question

Which of these skills are most valuable to the success of high-performance teams?

Tips

- Allow teams to brainstorm additional skills that high-performance teams need.
- Take time to explain how these skills contribute to the effectiveness of high-performance teams.

Traps

- Don't forget that high-performance skills are dynamic; that is, they will change over time, depending on team members and team tasks.
- Don't forget to follow up on the team skills that need work. Take steps to improve in the weak areas.

High-Performance Teams
Skill Indicator Audit

Directions: Beside each item, place a plus (+) if the skill is present in your team or a minus (−) if the skill is not present.

_______ Members assume team roles without reminders or prompting from the coach or other team members.

_______ Notes or minutes are maintained consistently.

_______ The team plans and monitors meeting time to ensure success.

_______ At the end of each group meeting, the team is debriefed to determine what went right and what went wrong during the meeting. Suggestions are identified and acted upon at the next meeting.

_______ Team members seek out the coach to enhance team productivity at appropriate times.

_______ Team members schedule and perform periodic assessments of team growth without prompting by the coach.

_______ The team makes periodic checks on product quality without prompting by the coach.

_______ Team members seek out and share print and nonprint materials that contribute to team growth and productivity.

_______ The team actively seeks ways to facilitate other teams in cross-training, which leads to enhanced organizational communication.

_______ Team members practice random acts of kindness on a regular basis.

Copyright © 1998 National Educational Service

Moving beyond Teams to High-Performance Teams

56 Team Effort in Crisis: Flight 232

The team considers the importance of team effort in times of crisis or disaster.

> *Desperate situations require desperate remedies.*
>
> —Unknown

For related exercises, see:

Section	Exercise	Page
I	#1—Why Teams?	7
	#2—Why Become a Team Member?	10
II	#53—Goal Clarity	202

Notes/Ideas

56 Team Effort in Crisis: Flight 232

In times of crisis, team effort is often essential.

Working together effectively, teams can often accomplish things that could not possibly be accomplished by a single individual.

In a disaster situation, people's survival often depends upon how well they operate as a team.

Goal

To analyze the power of teams and team behavior in crisis situations

Focus Question

How is team behavior especially beneficial in times of crisis?

To-Dos

1. Share the following story with the team:

> *When the tail engine exploded on United Airlines flight 232 from Denver to Chicago in July 1989, Captain Alfred C. Haynes shut it down while his second officer, Dudley Dvorak, got out the procedure book. The plane had lost all its hydraulic systems and its ability to maneuver. "When I asked Dudley what was the procedure for that, he said, 'There isn't one,'" Haynes recalled. "So we made it up as we went along."*
>
> *An off-duty pilot came up to the cockpit to help operate the engine throttles. "We became a three-man crew instead of a two-man crew," said Haynes. "Everyone either helped in running the airplane or flying the airplane or doing the many, many radio reports that were required. Everybody kicked in. . . .Everybody agreed as a group to agree among ourselves before anything was done. And that was, I think, an important part of our survival."*
>
> *By alternative power and thrusts from the two remaining engines—a technique known as porpoising—Haynes managed to crash-land the crippled DC-10 by the Sioux City, Iowa, airport. One hundred eleven people died, but 185 survived the fiery crash. Aviation experts said it was practically a miracle that the plane could be brought in at all with any survivors.* (Schrage, 1990, p. 5)

2. As a group, discuss the story and its implications for the team.

3. Have members describe experiences they may have had as part of a team during a crisis situation. How did the team's behaviors change? Were the changes positive/effective or negative/ineffective?

Follow-Up Question

How might a team's crisis behaviors be applicable or useful in non-crisis situations?

Tips

- Learn to develop a sense of urgency, but not panic.
- If there are specific crises that your team is likely to face, plan in advance for how to handle them.

Trap

- Don't allow a crisis to escalate just because you cannot get team consensus on taking action. Remember that actual crisis is one situation in which authoritarian leadership may be truly appropriate.

Reference

Schrage, M. (1990). *Shared minds.* New York: Random House.

Moving beyond Teams to High-Performance Teams

57 Unlearning

The team explores the concept of unlearning and how it can be beneficial to productivity.

If the only tool you have is a hammer, you tend to see every problem as a nail.

—Abraham Maslow

For related exercises, see:

Section	Exercise	Page
I	#15—Team Rules	58
II	#53—Goal Clarity	202
III	#86—Information Literacy	334

Notes/Ideas

57 Unlearning

Unlearning is the process of "throwing out" old and ineffective behaviors, outdated information, and beliefs or skills that are no longer needed.

The ability to unlearn is as important as the ability to learn.

Unlearning is often a major prerequisite to learning.

Goal

To explore the hows and whys of unlearning

Focus Questions

How does a team engage in unlearning?

How does it uncover or identify assumptions, beliefs, or skills that need to be unlearned?

To-Dos

1. Explain to team members that throughout history, people have had to unlearn various beliefs and concepts to facilitate progress and change. Provide some examples. For example, at one time, it was commonly believed that the earth was flat, that emotionally disturbed individuals were demon-possessed, that the earth's resources were unlimited, that the sun circled the earth, etc.
2. Have team members write down at least three things they need to unlearn as individuals and three things the team needs to unlearn as a team.
3. As a team, explore the following questions:
    - How would I benefit from making these changes?
    - How would the team benefit from making these changes?

Follow-Up Questions

Why are some people more successful than others at unlearning?

Why is unlearning so foreign to the way most of us think?

Tips

- Help the team unlearn old behaviors (e.g., depending on the team leader for direction, voting instead of consensus building) by modeling new behaviors to replace them (e.g., encouraging the team to be self-directed, using consensus-building strategies in team discussions).
- Remember that unlearning is a skill, just like learning.
- Practice unlearning as often as you practice learning.

Trap

- Don't assume you can unlearn simply by ignoring your daily habits, beliefs, attitudes, and behaviors.

EXERCISES 58–62

Building Unity among High-Performance Team Members

BEST COPY AVAILABLE

Building Unity among High-Performance Team Members

58 Covenant

The team develops a written agreement detailing what all members believe in and commit to.

Either we're pulling together or we're pulling apart.

—James B. Miller

For related exercises, see:

Section	Exercise	Page
I	#36—Commitment by Contract	131
II	#59—The Team Member's Oath	225
III	#78—Electronic Meetings	307

Notes/Ideas

58 Covenant

Every team must consciously decide to uphold the best of values—voluntary cooperation, respect, hard work, and total concentration on the good of the team. This is the covenant team members make with each other and with the team.

Sometimes a covenant is written in great detail; other times, it is unspoken and completely expressed through action or trust.

A constructive covenant binds a team together, creates an equal footing, helps members assume their responsibilities, prescribes terms for the help and support of others, and lays a foundation for teamwork.

Goal

To explore the potential of a covenant for binding the team together

Focus Question

How does a team forge a constructive covenant?

To-Dos

1. Define the term covenant for the team: ***an agreement, usually formal, between two or more persons to do or not to do something.***
2. Share some of the more famous covenants in history, such as the *Declaration of Independence*. Examine the following words:

   > "We hold these truths to be self-evident: That all men are created
   > equal; that they are endowed by their creator with certain
   > inalienable rights."

3. Discuss the working components of covenants, as shown on the "Team Covenant Starter Stems" handout at the end of this exercise.
4. Using these stems, have the team develop its own covenant.

Follow-Up Questions

Why is it necessary to decide what truths or values are held in common by the team?

How does a team internalize the values articulated in the covenant?

What is the coach's role in helping the team forge a covenant?

Tips

- Allow teams to form their own covenants, but give them examples of covenants used by other great teams.

- Value and practice the terms expressed in the covenant.
- Discuss the covenant's core values on a regular basis.

Traps

- Don't dictate the terms of the covenant. They will be far more meaningful if the team develops them itself.
- Don't overestimate the power of unwritten covenants in the early stages of team development.

Reference

Riley, P. (1993). *The winner within: A lifeplan for team players.* New York: Putnam.

Team Covenant Starter Stems

We believe that. . .

We strive to. . .

We accept change as. . .

We are accountable to. . .

We view. . .

We create. . .

(date)

(team member signatures)

Copyright © 1998 National Educational Service

Building Unity among High-Performance Team Members

59 The Team Member's Oath

Team members discuss their individual responsibilities to the team as a whole.

The goal isn't to reduce diversity to conformity; it's to maximize harmony.

—J. Daniel Beckum

For related exercises, see:

Section	Exercise	Page
I	#8—Selecting Team Members	33
	#11—Membership	42
II	#58—Covenant	221
	#70—The Coach's Pledge	269
III	#81—Electronic Collaboration	316

Notes/Ideas

59 The Team Member's Oath

Each team member has certain obligations to the rest of the team.

By pledging an oath to the team, members can set the stage for high performance.

Goal

To explore the nature of a team member's responsibilities to the team

Focus Question

What are the responsibilities of the individual team member to the team?

To-Dos

1. Ask the team to brainstorm what responsibilities each member has to the team as a whole.
2. List the ideas on the board.
3. Circulate the "Team Member's Oath" on the following page.
4. Discuss this oath in relation to the ideas generated by the team.
5. Discuss the relationship between the team member's oath and the team leader.

Follow-Up Questions

What is the purpose of the oath?

When team members pledge an oath, who are they pledging it to—the team, team leader, or both?

Tips

- Allow the team to modify or rewrite the oath to best reflect its members' responsibilities and commitments.
- Use a team member's oath to initiate discussion on sensitive and complex issues, such as team effectiveness.

Traps

- Don't focus exclusively on the team as a whole, thereby failing to explore individual team members' responsibilities.
- Don't view a team member's oath as too elementary, unnecessary, or demeaning to team members.

Team Member's Oath*

I recognize that I am expected to:

1. Demonstrate a realistic understanding of myself and my accountabilities.
2. Make objective and fact-based judgments.
3. Collaborate effectively with other team members.
4. Make the team goal a higher priority than any personal objective.
5. Be willing to devote the effort that is necessary to achieve team success.
6. Be willing to share information, perceptions, and feedback openly.
7. Provide appropriate help to other team members when needed.
8. Demonstrate high standards of excellence.
9. Stand behind and support team decisions.
10. Demonstrate courage of conviction by directly confronting important issues.
11. Demonstrate leadership in ways that contribute to the team's success.
12. Respond constructively to feedback from others.
13. ____
    ____
14. ____
    ____
15. ____
    ____

---

*Adapted from Larson, C., & Lafasto, F. M. (1989). *Teamwork: What must go right/What can go wrong*. Newbury Park, CA: Sage, p. 124.

BEST COPY AVAILABLE

Copyright © 1998 National Educational Service

Building Unity among High-Performance Team Members

60 Exploring Team Relationships: Going to the Movies

Using fictional movie relationships as comparisons, the team analyzes its own relationships.

Forget it, Louis, no Civil War picture ever made a nickel.

—MGM production executive Irving Thalberg
to Louis B. Mayer on buying the rights
to the novel *Gone with the Wind*

For related exercises, see:

Section	Exercise	Page
I	#13—Attitudes about Teaming: Want to Go to a Carnival?	50
II	#62—Playing	234
III	#74—Using Technology: Four Team Choices	291

Notes/Ideas

60 Exploring Team Relationships: Going to the Movies

Relating and comparing team relationships to fictional relationships is a unique way to analyze what we see in others and how we perceive ourselves.

Movies can serve as a useful comparative analysis tool for this purpose.

Goal

To explore and analyze relationships by comparing them to great movies

Focus Questions

What is our team like?

How do we perceive others?

How do others perceive us?

To-Dos

1. Have each team member identify a movie whose plot line best describes the relationships in your team. You might want to provide a list of movies to choose from, such as:

   Sleepless in Seattle
   Casablanca
   The Rookie
   The Great Train Robbery
   The Graduate
   The Fugitive
   Fried Green Tomatoes
   Snow White and the Seven Dwarfs
   The Piano
   Beauty and the Beast
   Ben Hur
   E.T.

2. Have each member explain why this movie represents his or her view of the team and how the plot resembles the relationships that currently exist in the team.
3. Have team members explain how the ending of the movie might be achieved or altered for the team's story.

Follow-Up Question

Identify a movie whose plot line best describes your ideal for relationships within your team. Why did you choose this movie?

Tips

- Use old movies as well as new ones to analyze relationships.
- Stress that movies are not only great entertainment, but can also be a powerful medium for generating higher-order thinking about relationships.

Traps

- Try to avoid using movies that some members may not be familiar with or able to understand.
- Be cautious of allowing unflattering or offensive parallels to be drawn between movie relationships and team relationships.

Building Unity among High-Performance Team Members

61 Random Acts of Kindness

Team members discuss how small acts of kindness to each other can impact team morale.

The manner of giving is worth more than the gift.

—Pierre Corneille

For related exercises, see:

Section	Exercise	Page
I	#33—Celebrations	121
II	#54—Empowerment	205
	#62—Playing	234
III	#84—Electronic Social Interaction	325

Notes/Ideas

61 Random Acts of Kindness

A random act of kindness is defined as doing something nice for a member of the team that is unexpected and makes him or her feel good.

Random acts of kindness require a mental shift in how individuals and teams look at each other and the world.

Random acts of kindness can be a powerful team-building tool.

Goal

To explore the power of random acts of kindness

Focus Question

How can we show appreciation and generosity toward other members of our team?

To-Dos

1. Perform an act of kindness toward team members. For example, give each one a dollar and tell them to buy a cup of coffee or soda. Tell them it is your way of saying, "Have a nice day."
2. After a few moments, ask team members how they felt when they received the dollar. Discuss how random acts of kindness affect people.
3. Ask if other team members have been recipients of random acts of kindness and allow them to share their experiences and reactions.
4. Ask team members to share instances when they have practiced random acts of kindness and how they felt about it at the time.
5. Brainstorm some random acts of kindness that could be performed both inside and outside the team. Examples might include:
    - Opening the door for someone.
    - Signaling and waving the next time you switch lanes in traffic.
    - Paying the toll for the driver behind you on the toll road.
    - Telling a sales clerk how much you appreciate his or her help.
    - Leaving a quarter in the pay telephone return slot.
    - Smiling at your neighbor.
    - Bringing a bag of candy or fruit to share with others on your team.
    - Leaving a note to your significant other that says "I love you."
    - Calling your mother or father to tell them how much you love them.

Follow-Up Question

How can random acts of kindness generate other random acts of kindness?

Tips

- Remember that because random acts of kindness are self-perpetuating, one small act on any member's part can snowball into better team relationships, atmosphere, and morale.
- Have teams practice random acts of kindness every day.

Traps

- Don't be cynical about the power of kindness, viewing it as just another trick to manipulate others.
- Don't focus on what other people can do for you—focus instead on what you can do for them.

Building Unity among High-Performance Team Members

62 Playing

The team discusses how to incorporate playful behavior into team activities.

> *Workaholics commit slow suicide by refusing to allow the child inside them to play.*
>
> —Laurence Susser

For related exercises, see:

Section	Exercise	Page
I	#33—Celebrations	121
II	#46—Unified Commitment	177
	#54—Empowerment	205
	#67—Eccentricity and Eccentrics	253
III	#84—Electronic Social Interaction	325

Notes/Ideas

62 Playing

While playing is natural to children in both work and recreation situations, it often does not come naturally to adults in a team situation.

When playful behavior is fostered and encouraged in teams, productivity and effectiveness increase.

Playing is a fundamental behavior of high-performance teams.

Goal

To explore the concept of playing as a strategy for team growth

Focus Question

How and why can playing enhance team productivity and effectiveness?

To-Dos

1. Have the team brainstorm as many characteristics of children as they can. See the list "Rekindling Your Childlike Behaviors" at the end of this exercise for additional ideas.
2. Ask members how these behaviors might be used to bond your team. Ask them what might prevent teams from using these behaviors in their activities.
3. Ask members what their favorite childhood toys were, and have them share that information with the team. (Use the "Favorite Childhood Toys" list at the end of this exercise as a memory-refresher.) Ask team members to share what made those favorite toys special.
4. Discuss why most people stop playing with toys in their adulthood and what they replace those toys with.
5. Have members think of ways they could play together. Ask them what "toys" they could use for team play.

Follow-Up Question

How can playing and toys be valuable tools in building and sustaining team relationships?

Tips

- Take team members to a park and allow them to play on the swings, teeter-totters, and slides.
- Bring toys to your team sessions to allow the group to loosen up and become more childlike.

Traps

- Don't underestimate the power of playfulness in enhancing team creativity.
- Don't assume that adults do not like to play.
- Don't view work and play as two distinct and different activities.
- Don't be afraid of being caught having fun.

Rekindling Your Childlike Behaviors

Brainstorm qualities that characterize children:

Spontaneous
Energetic
Open to new ideas
Enjoy games for the pure fun of it
Flexible
Eager to learn
Open to their emotions
Generous
Curious
Imaginative
Trusting of others
Willing to experiment
Honest
Playful
Expressive about their feelings
Accepting of others

Favorite Childhood Toys

Which of these were your favorite childhood toys?

Coloring books
Yo-yo
Lincoln Logs®
GI Joe®
Finger paints
Rocking horse
Jump rope
Squirt gun
Etch-a-Sketch®
Tinker Toys®
Barbie®
Playhouse
Stuffed animals
Bike
Building blocks
Ring toss

What toys could you use for team playing?

Copyright © 1998 National Educational Service

EXERCISES 63–67

Dealing with Strife in High-Performance Teams

Dealing with Strife in High-Performance Teams

63 Functional Teams

The team identifies characteristics of teams that function well.

Excellent things are rare.

—Plato

For related exercises, see:

Section	Exercise	Page
I	#1—Why Teams?	7
II	#58—Covenant	221
III	#73—Levels of Technology Use	287

Notes/Ideas

63 Functional Teams

Healthy team behaviors can be identified and practiced.

Unhealthy behaviors can be identified and eliminated.

Goal

To orient teams to functional and dysfunctional team behaviors

Focus Question

What are the characteristics of healthy teams?

To-Dos

1. Have the team consider and complete the handout, "Teams That Function Well," on the following page.
2. Have members describe team behaviors they have witnessed that can be categorized as dysfunctional or functional.
3. Videotape the team session and have the team view it. Ask them to watch for and identify functional and dysfunctional behaviors.
4. At the end of the videotape review, have the team devise a plan for incorporating healthy behaviors into and eliminating dysfunctional ones from team interaction.

Follow-Up Questions

How many of the characteristics of teams that function well does your team possess?

How long should it take a team to master all eight characteristics?

Tips

- Make functional teams a priority in order to achieve team productivity.
- Recognize that even if a small number of team members display dysfunctional behaviors, their negative impact can still be great.
- Extinguish dysfunctional behaviors by modeling functional ones.

Traps

- Don't ignore dysfunctional behaviors, assuming that they are a fact of life.
- Don't overemphasize dysfunctional behaviors and, in the process, de-emphasize functional ones.

Teams That Function Well

A team that functions well will exhibit most, or all, of the following characteristics.

1. **Sense of community**
   Team members feel that they are a part of a larger unit.
   Describe the behaviors of a team/team member who has a sense of community:

2. **Appreciation**
   Team members place value on each other and on the team as a whole.
   Describe the behaviors of a team/team member who has appreciation:

3. **Commitment**
   Members are totally dedicated to furthering the common goals of the team.
   Describe the behaviors of a team/team member who has commitment:

4. **Time Together**
   Members communicate meaningfully with each other on a regular basis.
   Describe the behaviors of a team/team member who "spends time together":

5. **Spiritual Wellness**
   Members share a feeling of warmth and caring—a wholeness.
   Describe the behaviors of a team/team member who has spiritual wellness:

6. **Coping Skills**
   Team members are able work together to address and overcome problems.
   Describe the behaviors of a team/team member who has coping skills:

7. **Academic Wellness**
   Members have healthy minds and stay current and well-read.
   Describe the behaviors of a team/team member who has academic wellness:

8. **Conflict Skills**
   Members are able to handle conflicting ideas simultaneously.
   Describe the behaviors of a team/team member who has conflict skills:

Copyright © 1998 National Educational Service

Dealing with Strife in High-Performance Teams

64 Interdependence

The team explores interdependence as the highest goal of teaming and lifelong learning.

> *Yes, we must, indeed, all hang together or, most assuredly, we shall all hang separately.*
>
> —Benjamin Franklin

For related exercises, see:

Section	Exercise	Page
I	#8—Selecting Team Members	33
II	#44—Success Features	170
III	#78—Electronic Meetings	307

Notes/Ideas

64 Interdependence

The ultimate achievement of high-performance teams is interdependence.

Interdependence is seldom experienced without a deep understanding of and commitment to other people.

The movement from dependence to independence to interdependence is a difficult struggle for many people.

Goal

To explore the difference between dependence, independence, and interdependence

Focus Question

What is the value of interdependence to teams?

To-Dos

1. Define the following terms:

   Dependence: being influenced or controlled by something else

   Independence: being free from the influence, guidance, or control of another or others

   Interdependence: being mutually dependent on others

2. Provide the team with examples of dependence, independence, and interdependence. Ask them to add examples of their own.

3. Discuss the fact that some cultures value independence and some value interdependence. Have the team consider why the American culture traditionally places such a high value on independence, and how this affects the concept of teamwork.

4. Have members discuss why interdependence is so important to team effectiveness.

Follow-Up Question

What are some barriers to achieving a high level of team interdependence?

Tips

- Remind teams that interdependence is the highest order of achievement in lifelong learning.
- Remind teams that interdependence must be learned, practiced, and valued to derive maximum benefits.

Traps

- Don't assume that a team can become interdependent without first learning to be dependent, and then independent; becoming interdependent is an evolutionary process.
- Don't view interdependence as a passing fad or buzzword.

Reference

Covey, S. R. (1988). *Seven habits of highly effective people.* New York: Fireside.

Dealing with Strife in High-Performance Teams

65 Longevity

Members explore the factors that contribute to the duration of a team's life.

> *Coming together is a beginning, staying together is progress, and working together as a team is success.*
>
> —James B. Miller

For related exercises, see:

Section	Exercise	Page
I	#8—Selecting Team Members	33
II	#49—Different Teams for Different Purposes	188
	#63—Functional Teams	241
III	#76—The Internet	298
	#86—Information Literacy	334

Notes/Ideas

65 Longevity

Longevity, as it relates to teams, is defined as a long duration of team life or service.

Longevity is a distinguishing characteristic of high-performance teams.

Team longevity can be difficult to assess, because the variables impacting the length of a team's life differ from situation to situation.

Goal

To explore factors that influence the length of a team's life

Focus Question

What are the factors that contribute to team longevity?

To-Dos

1. Have team members identify different factors that might influence how long their team will remain a team.
2. Add to the list those items found in the "Factors Contributing to Team Longevity" handout on the next page.
3. Discuss the list of factors and their definitions. Ask members to determine whether or not these factors are present in their team.
4. Have the team prioritize the factors in order of importance.
5. Brainstorm strategies for developing and fostering these factors.

Follow-Up Questions

What obstacles stand in the way of team longevity?

Which obstacles are nearly impossible to avoid?

Tips

- Ensure that teams have had some initial success before they begin to explore team longevity as a long-term goal.
- Observe and discuss other teams that have been highly successful in achieving team longevity. Try to determine what accounts for their success.

Traps

- Don't automatically equate team longevity to team productivity.
- Don't overlook the historical evidence that accounts for team longevity.

Factors Contributing to Team Longevity

What accounts for teams staying together over a long period of time?

1. **Celebration of Diversity**

   Team members see their diversity as a positive, not a negative.

2. **Demonstrated Leadership**

   The team has a leader, or different people within the group assume leadership roles when necessary.

3. **Common Language**

   Team members understand each other's vocabulary and body language.

4. **Telling Stories**

   The team has stories that are told and retold—to initiate new members and to remind members of their past and future.

5. **Rituals**

   The team has celebrations or events that renew team spirit and reinforce team values.

6. **Ceremonies**

   The team plans events that honor achievements and share in the successes of others.

7. **Playing**

   Team members have fun working together, and they incorporate playful behavior into team activities.

8. **Humor**

   Team members use humor to defuse tense situations and to build culture within the team.

9. **Stewardship**

   Team members believe that people are the team's greatest resource, and they invest in the development of each other. Members provide for one another—physically, spiritually, and intellectually.

Copyright © 1998 National Educational Service

Dealing with Strife in High-Performance Teams

66 Forgiveness

Team members "clear the air" by forgiving and asking forgiveness for mistakes.

Of course God will forgive me; that's his business.

—Heinrich Heine's
last words (1856)

For related exercises, see:

Section	Exercise	Page
I	#26—Arguments	97
	#27—Angry People	101
	#30—How Not to Communicate	110
II	#53—Goal Clarity	202
III	#84—Electronic Social Interaction	325

Notes/Ideas

66 Forgiveness

Progress often involves trial and error—sometimes more error than success.

Because no one is perfect, every team will suffer from mistakes and errors on a regular basis.

Almost all relationships involve the act of forgiving ourselves and others for mistakes. Team relationships are no exception.

Goal

To explore the concept of forgiveness in team culture building

Focus Question

How can we make sure there are no unresolved conflicts hindering team effectiveness?

To-Dos

1. Tell team members that the purpose of this activity is to allow them to clear the air.
2. Give every team member one pink and one blue card. Have them label the blue card "Things I need to forgive" and the pink card "Things I need forgiven."
3. Ask them to write down on the blue card any resentments and angers they feel about other team members. On the pink card, ask them to write down things they have done that may have upset or angered other team members.
4. Go around the room and have each team member discuss the items on his or her card one by one, giving each the time and attention it deserves. Have members present their items in pairs—one item from the blue card, then one item from the pink card—to help keep the list balanced.
5. Allow team discussion on each item.
6. If resolutions are reached and forgiveness is expressed and accepted, mark the item off the card.
7. If there are issues that cannot be resolved, keep the card and designate a time for the team to return to the forgiveness exercise.

Follow-Up Question

Why is forgiveness so important to team effectiveness?

Tips

- Have members practice forgiving themselves when they cannot reach agreement with other members.

- Acknowledge that mistakes and forgiveness are major factors in all relationships.
- Remember that forgiving others can be difficult, but it is necessary.
- Make forgiveness exercises a ritual in team-building activities.

Traps

- Don't perceive forgiveness as artificial to team culture and team building.
- Don't assume that resentments and angers will just go away on their own. Forgiveness usually does not occur until the issues are expressed and discussed.
- Don't allow the exercise to turn into a blame session. Stress that the objective of the exercise is forgiveness, not fault-finding.

Dealing with Strife in High-Performance Teams

67 Eccentricity and Eccentrics

Team members explore the eccentricity and creativity within themselves.

> *When teams are able to respect and accept their differences then friendship has a chance to blossom.*
>
> —Unknown

For related exercises, see:

Section	Exercise	Page
I	#30—How Not to Communicate	110
II	#47—Passion	180
	#62—Playing	234

Notes/Ideas

67 Eccentricity and Eccentrics

Eccentrics look at the world differently than most of us do.

Many people are unwilling to accept eccentric behaviors that lurk below the surface of our personalities.

Eccentricity can be quite valuable to a team because eccentrics enhance the team's ability to generate creative ideas and solutions.

Goal

To bring out and support eccentricity in team members

Focus Question

How can you enhance team creativity by encouraging eccentricity?

To-Dos

1. Have team members describe their "inner characters," either generally or specifically. Members may want to use fictitious or famous people in history to describe their inner characters: Norman Swartzkopf, Jimmie Carter, Santa Claus, John Kennedy, Madonna, Pollyanna, Golda Meir, Peter Pan, W. C. Fields, etc.
2. Have members be sure to identify those characters that reside *inside themselves*—as many as they can think of.
3. Discuss the following:
    - Which of these characters are your friends?
    - Which of these characters get you into trouble?
    - Which of these characters do you admire? Dislike?

Follow-Up Question

Do your inner characters work together to make you more effective, or do they have competing interests that split your focus?

Tips

- Use this exercise to tap the deep reservoir of creativity and eccentricity that resides in each team member.
- Allow positive childlike behaviors to emerge in team activities.
- Capture and harness the creativity that eccentrics can bring to problem-solving in team activities.

Traps

- Don't try to stifle eccentricity when it surfaces in the dynamics of team interaction.
- Don't allow a member's eccentricity to send the whole team off course. Work *constructively* with eccentricity and creativity.

EXERCISES 68-69

Evaluating High-Performance Team Effectiveness

Evaluating High-Performance Team Effectiveness

68 Benchmarking

The team measures itself against other successful teams to set a standard of performance.

> *The art of progress is to preserve order amid change and to preserve change amid order.*
>
> —Alfred North Whitehead

For related exercises, see:

Section	Exercise	Page
I	#39—Team Feedback	141
II	#65—Longevity	247
III	#86—Information Literacy	334

Notes/Ideas

68 Benchmarking

Team members often need benchmarks—standards against which to measure their performance.

By observing successful teams, team members can begin to conceptualize performances benchmark for their team.

Field trips or visitations are important methods of benchmarking.

Goal

To use benchmarking to set a standard for team excellence

Focus Question

How can benchmarking help us become a better team?

To-Dos

1. Identify organizations or schools in your local area that you think are making excellent use of teams.
2. Identify organizations or schools in your region or the nation that you think are making excellent use of teams.
3. Secure as much written or media-related information about the teams as possible.
4. Schedule visits to any locations that are feasible for your organization.
5. Prior to the visits, hand out the benchmarking form at the end of this exercise and discuss how to use it.
6. After the visits, discuss the information collected by team members.

Follow-Up Questions

What characteristics or methods that we observed would work well for our team?

Which ones would not work for our team?

Tips

- Encourage team members to discuss everything they observe during their benchmarking visits.
- Benchmark your team against the very best team in any organization that approximates what your team is aspiring to do or be.

Traps

- Avoid "recreating the wheel." Learn from others' best practices when it comes to teaming.
- Don't copy another team exactly without modifying its ideas to fit your situation.

Team Benchmarking Information Collection Form

School/Organization Team_________________________ Date________________

1. What was the team doing?

2. What concept was the team discussing?

3. What verbal and nonverbal behaviors were team members demonstrating?

4. What were the prevailing attitudes of team members (e.g., positive, negative, etc.)?

5. Was the team focused? Why or why not?

List personal observations, concerns, and impressions on the back of this form.

Copyright © 1998 National Educational Service

Evaluating High-Performance Team Effectiveness

69 Dipsticking for Team Problems

The team audits itself to identify and diagnose any problems that may be inhibiting its effectiveness.

> *If something can go wrong, it will go wrong when you least expect it.*
>
> —Murphy's Law

For related exercises, see:

Section	Exercise	Page
I	#24—Measuring Opinions	88
	#29—Morale	108
	#39—Team Feedback	141
II	#65—Longevity	247
	#66—Forgiveness	250
III	#74—Using Technology: Four Team Choices	291

Notes/Ideas

69 Dipsticking for Team Problems

Identifying problems in a team is not always easy, especially when team members are deeply involved in its day-to-day happenings and activities.

If a team is experiencing difficulty, it is important to pinpoint the source of the difficulty in order to solve it. Blaming circumstances or individual members is not productive.

Sometimes it is necessary to look at what problems *might* exist in order to identify problems that *do* exist.

Goal

To explore the many potential reasons for team problems

Focus Question

How can team problems be pinpointed quickly and easily?

To-Dos

1. Have the team complete the "Dipsticking for Team Problems Audit" on the next page to generate discussion about problems the team may be experiencing.
2. As the team identifies problems, write them on the board.
3. Have the team rank the problems from most to least important.
4. For every problem identified, brainstorm possible strategies for handling it.

Follow-Up Question

How can the team maintain a focus on continuing problems without suffering drift or procrastination?

Tips

- Point out that it is completely natural for teams to suffer problems from time to time.
- Once the problem is identified, focus on positive strategies that can be used to remedy the situation.
- Celebrate victories when solutions to problems are found.

Traps

- Don't overfocus on the problem. Once it is identified, move the discussion immediately to finding a solution.
- Don't look for a scapegoat to explain team problems.

Dipsticking for Team Problems Audit

Please answer each question below as it applies to your team.

	YES	NO
1. Do we have clear goals?	____	____
2. Is there hostility among team members?	____	____
3. Does the coach or any particular team member(s) consistently overpower the other team members?	____	____
4. Is there overlapping of team efforts?	____	____
5. Does the team have low standards of performance or achievement?	____	____
6. Is there a lack of commitment to team objectives?	____	____
7. Do team members have a poor work ethic?	____	____
8. Is there a lack of openness among team members?	____	____
9. Is there limited risk-taking among team members?	____	____
10. Is there poor communication among team members?	____	____
11. Is there a lack of understanding of roles and accountabilities?	____	____
12. Does the team have poor incentives?	____	____
13. Does the team show an inability to share?	____	____
14. Is there poor leadership on the team?	____	____
15. Is there a lack of trust among team members?	____	____
16. Is there a lack of objectivity when making decisions?	____	____
17. Do team members stand behind the team leader when tough decisions are made?	____	____
18. Does the team leader stand behind the team when tough decisions are made?	____	____
19. Does the team waste time?	____	____

Copyright © 1998 National Educational Service

EXERCISES 70–71

Coaching High-Performance Teams

70 The Coach's Pledge

The team and coach identify the coach's responsibilities to the team and develop a written coach's commitment.

> *There's no way you can have consistent success without players. No one can win without material. But not everyone can win with material.*
>
> —John Wooden

For related exercises, see:

Section	Exercise	Page
I	#42—Successful Teams: A Six-Point Reminder for Coaches	155
II	#71—The Coach's Trench Time	272
III	#101—Electronic Coaching	385

Notes/Ideas

70 The Coach's Pledge

A coach wears many hats when working with teams—manager, cheerleader, information specialist, errand boy/girl, arbitrator, counselor, social director, etc.

An effective coach empowers and facilitates the work and development of team members, rather than dictating to them.

Goal

To explore the roles and responsibilities of a coach

Focus Question

What responsibilities does a coach have to his or her team?

To-Dos

1. Have the team define both the coach's role and the team's role in teamwork.
2. Together, list the responsibilities a coach has to his or her team. Compare this list to "A Coach's Pledge to Teams" on the following page.
3. Have team members discuss their reactions to the coach's pledge.
4. Together, develop a coach's pledge that best represents the team's specific dynamic and needs.

Follow-Up Question

What should a team do when a coach does not understand his or her responsibilities to the team?

Tips

- As a coach, maximize opportunities to use your strengths and seek help from others in your areas of weakness.
- Enhance communication by making your roles and responsibilities clear to the team.
- Strive to maintain the delicate balance of empowerment and management responsibilities.

Traps

- Don't underestimate the influence of a coach's behavior on team behavior.
- Don't assume that the success or failure of the team depends solely upon you. Team effectiveness is a joint and equal responsibility, shared among all members.

A Coach's Pledge to Teams*

I promise:

1. To set the right example by my own actions in all things.
2. To be consistent in my temperament so that you know how to "read" me and what to expect from me.
3. To be fair, impartial, and consistent in matters relating to work rules, discipline, and rewards.
4. To show a sincere, personal interest in you as individuals.
5. To seek your counsel on matters that affect your performance and to be guided as much as possible by your judgment.
6. To allow you as much individuality as possible in the way your jobs are performed, as long as the quality of the end result is not compromised.
7. To make sure you always know in advance what I expect from you in the way of standards.
8. To be appreciative of your efforts and generous in praise of your accomplishments.
9. To use every opportunity to teach you how to do your jobs better and how to help yourselves advance in skill level and responsibility.
10. To show you that I can "do" as well as "lead" by working beside you when my help is needed.

Signed ____

Date ____

---

*Adapted from Batten, J. (1989). *Tough-minded leadership*. New York: AMACOM.

Copyright © 1998 National Educational Service

Coaching High-Performance Teams

71 The Coach's Trench Time

The team discusses how an individual can learn to be a good coach by spending time as a team member.

> *Good coaching consists of showing average people how to do the work of superior people.*
>
> —Unknown

For related exercises, see:

Section	Exercise	Page
I	#6—Team Roles	25
	#42—Successful Teams: A Six-Point Reminder for Coaches	155
II	#70—The Coach's Pledge	269
III	#101—Electronic Coaching	385

Notes/Ideas

71 The Coach's Trench Time

Most great coaches have "put in their time," working up through the ranks of teams.

A person's attitude has much to do with *what* he or she learns, as well as *how much* he or she learns as a team member.

Goal

To help those who aspire to be a coach to best use their time and talents

Focus Question

How can a team member learn to be a coach?

To-Dos

1. Have the team study the handout, "Riley's Rules for Triumph from the Trenches" by Pat Riley, on the following page.
2. Discuss how these rules might apply to a team member who aspires to be a coach.
3. Have team members work together to write their own rules from their perspective for someone who aspires to be a coach.

Follow-Up Questions

What can you learn from the coach about being a good coach?

What can you learn about being a good coach by being a team member first?

Tips

- Stress that knowing how to be a good team member is a prerequisite for being a good coach.
- Teach effective team member behavior by modeling it.

Traps

- Don't underestimate the amount of time and practice it takes to become an "overnight success" as a coach.
- Don't underestimate what team members can learn from an effective coach.

Reference

Riley, P. (1993). *The winner within—A life plan for team players.* New York: Putnam.

Riley's Rules for Triumph from the Trenches*

First, never demean the time you spend in the trenches. If you pay attention to what you're doing, you can learn an awful lot about how an organization behaves, and that can be very useful later on.

Second, use any time when you aren't on center stage to strengthen your powers of perception. Even being on the bench or working around the periphery of the Lakers was like attending a master class in professional basketball. It's strictly attitude that lets you learn.

Third, keep reminding yourself that attitude is the mother of luck. When I was named coach, some guys said, "Well, of course, he was at the right place at the right time!" And that's probably true. But . . . luck is literally all how you look at it.

---

*Riley, P. (1993). *The winner within—A life plan for team players.* New York: Putnam, p. 63.

Copyright © 1998 National Educational Service

Suggested Readings for High-Performance Teams

Chang, R. (1994). *Building a dynamic team: A practical guide to maximizing team performance.* Irvine, CA: Richard Chang Associates.

Donnellon, A. (1996). *Team talk: The power of language in team dynamics.* Cambridge, MA: Harvard Business School Press.

Fisher, K., Rayner, S., & Belgard, W. (1995). *Tips for teams: A ready reference for solving common team problems.* New York: McGraw-Hill.

Grenier, R., & Metesm, G. (1992). *Enterprise networking: Working together apart.* New York: Digital Press.

Larson, C., & LaFasto, F. (1989). *Teamwork: What must go right/What can go wrong.* Newbury Park, CA: Sage.

Parker, G. M. (1994). *Cross-functional teams.* San Francisco: Jossey-Bass.

Parker, G. M. (1990). *Team players and teamwork: The new competitive business strategy.* San Francisco: Jossey-Bass.

Scholtes, P. R. (1992). *The team handbook: How to use teams to improve quality.* Madison, WI: Joiner Associates.

Schrage, M. (1990). *Shared minds.* New York: Random House.

Section III

Technology-Based Teams: Using Technology to Expand Productivity

Technology-Based Teams: Using Technology to Expand Productivity

Section III is designed to provide an understanding of specific skills required by technology-based teams.

A technology-based team is defined as *a high-performance team that uses emerging technologies for communication and creation purposes, as well as for team transformation.* Technology-based teams:

- have all the skills possessed by high-performance teams
- use emerging technologies for both communication and creation
- have a deep commitment to inventing new ways of using emerging technologies for creativity and empowerment
- Continuously seek to reinvent or transform themselves by using emerging technologies.

For school leaders who are integrating technology into education, the teaming process is critical for helping others learn how to use technology wisely and effectively. Too often, administrators engage in "one-shot" staff development projects that do not allow teachers to learn together as a team. Teaming allows teachers to ask each other questions, "bounce ideas" off one another, and engage in collaborative problem solving.

Even those school leaders who spend some time helping teachers function in teams spend very little time encouraging and helping teams use technology to improve their productivity. However, the transition to technology-based teaming is a natural extension of technology integration in a school district. Technology allows team members to talk with other team members at any time of the day or week, without having to meet face-to-face. Technology also allows teams to talk to other teams (i.e., cross-teaming), and allows teachers to communicate across the district as well as across the nation and around the world. Equally important, technology allows teams to connect to a wealth of information and authorities throughout the world. As a result, teams learn how to learn without the school leader or coach being physically present.

Directions for Getting Started

For an overview of the content in Section III, scan the various exercises and target concepts that look interesting and helpful. Several of the exercises may look similar in nature. An array of alternative exercises has been created to offer choice and meet the various challenges faced by learning and technology leaders. Choose only those exercises that suit your particular needs.

Prior to each exercise, there is an Organizer Page to help you develop your understanding of the teaming concept presented. The exercise concept is defined and is followed by a quote designed to stimulate your thinking. A table is also provided, which you can use to locate and read other related exercises found in Sections I and II.

The concept of technology-based teams is relatively new to educators as well as businesspeople in other fields. As such, certain exercises may become quickly outdated due to rapid change in the nature and power of communication technologies. School leaders will need to be especially alert to new ideas and methods for enhancing technology-based teams.

Some exercises in Section III ask the team to discuss probing questions about technology use and issues related to electronic team meetings and communication. Many of these questions are intentionally designed to provoke discussion rather than generate answers. There are two reasons for this: (1) The issues surrounding the use of technology with teams are so new that there is little or no information on them and, therefore, no definitive answers to be found; and (2) Because the rate of technological change is so rapid, the answers of today will become obsolete tomorrow and be replaced by a whole new set. Therefore, rather than answers, we offer questions that we hope will help your team gather information and solve problems both now and in the future.

EXERCISES 72–76

Background Information on Using Technology in Teaming

Background Information on Using Technology in Teaming

72 The Evolution of Computing

The team discusses how technology has changed over the last several years and how it might change in the future.

> *New technology keeps you from sitting on your laurels.*
>
> —Unknown

For related exercises, see:

Section	Exercise	Page
I	#14—Participation	55
II	#42—Successful Teams: A Six-Point Reminder for Coaches	155
III	#75—Emerging Technologies	295
	#82—Electronic Communication	319

Notes/Ideas

72 The Evolution of Computing

Computers have become a common fixture in our society. Many of the products we use routinely are run by computer chips, including our automobiles and many of our household appliances.

Many people do not realize that the wave of computerization we live with today has actually been evolving for decades. For example, the personal computer (PC) is a product of the late 1970s.

The computers of the twenty-first century will be radically different than they are today because their use is still evolving.

Goal

To explore how computers and computing have changed over the past several years and how they might change in the future

Focus Questions

How have computers changed?

How has the use of computers changed?

To-Dos

1. Examine the figures at the end of this exercise that represent the evolution of computing.
2. Explain that the evolution of computers has paralleled the process of moving from dependence to independence to interdependence. Interdependence allows teams to learn together as well as apart. Use the following points to illustrate the parallel:
    - Users of the mainframes of the late 1960s were basically dependent on a select few programmers who knew how to manipulate and access the information within the system.
    - In the late 1970s and 1980s, computers became progressively smaller, more affordable, and easier to use, which meant that many more people had access to them and to the information they generated. This can be interpreted as moving toward independence, in that users had more access to and control over the systems themselves.
    - The current generation of computers allows us to connect with other people and other computers, thereby achieving interdependence.
3. Discuss other ways in which the accessibility and size of computers, as well as their capabilities, have evolved.

Follow-Up Questions

What might the computers of the future look like?

What might they be able to do?

Tips

- Provide many opportunities for experimentation and exploration with emerging technologies.
- Emphasize that technology is a tool that allows teams to achieve interdependence—the ability to learn together as well as apart.

Traps

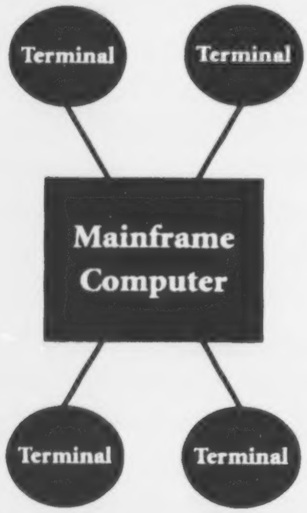
- Don't let technophobia keep teams from using emerging technologies. Encourage members to try new technologies, and "hold their hands" until they are comfortable.
- Don't overwhelm team members by exposing them to complex technology right away. Start with the more simple applications and move forward from there.

The Evolution of Computing and Technology-Based Learning

1

Mainframe Computer

Dependence
1960s


Terminal
Terminal
Mainframe Computer
Terminal
Terminal

2

Personal Computer

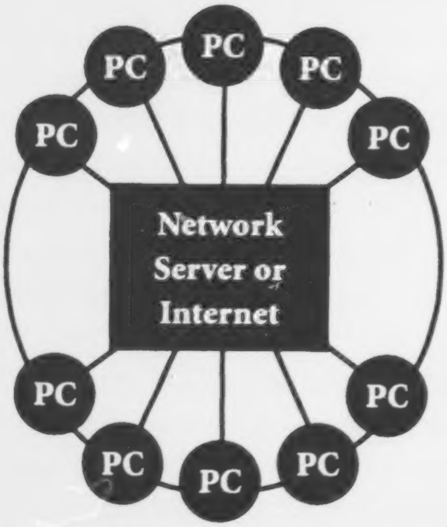
Independence
1980s

Personal Computer

3

Interpersonal Computer

Interdependence
1990s


PC
PC
PC
PC
PC
Network Server or Internet
PC
PC
PC
PC
PC
PC

Copyright © 1998 National Educational Service

Background Information on Using Technology in Teaming

73 Levels of Technology Use

The team assesses its level of technology use.

> *A computer does not substitute for judgment any more than a pencil substitutes for literacy. But writing without a pencil is no particular advantage.*
>
> —Robert McNamara

For related exercises, see:

Section	Exercise	Page
II	#64—Interdependence	244
III	#75—Emerging Technologies	295
	#76—The Internet	298

Notes/Ideas

73 Levels of Technology Use

Technology-based teams use all emerging technologies that help them function more effectively, including computers, laserdiscs, CD-ROMs, modems, e-mail, the Internet, etc.

Technology-based teams use technologies as tools of both communication and creation—to access, discover, share, and create information.

The level of a team's technology use depends both upon what technologies it uses and what it uses the technologies *for*.

Goal

To explore the team's level of technology use

Focus Questions

What are characteristics of the different levels of technology use in teams?

What is our team's level of use?

To-Dos

1. Discuss the differences between teams and technology-based teams. Explain that the distinguishing feature of a technology-based team is that it uses technology to communicate and create information.
2. Give members copies of the "Levels of Technology Use" handout at the end of this exercise, which contains profiles of low-, moderate-, and high-level technology users. Discuss the three levels of technology users.
3. Allow team members to identify their user levels and discuss the kind of training they would need to become high-level users.

Follow-Up Question

What can technology-based teams do that other teams cannot?

Tips

- Stress that technology allows teams to evolve into something new—creative collaborators who are in continuous contact.
- Provide extensive staff development when using emerging technologies.
- Model a high level of technology use in your own behavior (i.e., communicate via e-mail, collect and use information from online sources in team meetings, etc.).

Traps

- Don't expect teams to start out as high-level technology users. Team members will need extensive training and time to evolve.
- Don't set parameters of technology use for the team. Let members experiment and explore to determine their own.

Levels of Technology Use

Teams with low-level technology use:

- View the computer as a substitute for pencil, pen, and typewriter.
- View technology as a tool that increases the efficiency of the team.
- Use technology to speed up the creation of notes, agendas, etc.

Teams with moderate-level technology use:

- Use technology to go beyond merely improving the regular functions of the team—to find new ways of operating as a team.
- Use technology to brainstorm, record information, and plan the next meeting.
- Use technology to access information in many forms (i.e., digitized and print).

Teams with high-level technology use:

- Use technology to learn together as well as apart. For example, technology-based learning teams come together to learn but continue to learn by staying connected via technology, such as computer, modem, and e-mail.
- Use technology to engage in information literacy (i.e., identifying, accessing, applying, and creating new information).
- Create technology-infused environments where technology is massed to maximize the potential of information literacy.
- View technologies as tools to achieve continuous, interdependent learning.

Copyright © 1998 National Educational Service

Background Information on Using Technology in Teaming

74 Using Technology: Four Team Choices

Members examine four main ways of using technology to enhance team effectiveness.

> *Technology is like a snow plow opening the snow-packed road of learning.*
>
> —Unknown

For related exercises, see:

Section	Exercise	Page
II	#49—Different Teams for Different Purposes	188
III	#73—Levels of Technology Use	287
	#75—Emerging Technologies	295
	#76—The Internet	298

Notes/Ideas

[illegible] AVAILABLE

74 Using Technology: Four Team Choices

There are four basic ways that teams can use technology—(1) technology-as-an-aid (productivity); (2) learning together apart (communication); (3) accessing information (searching); and (4) creating information (producing).

Up until now, teams have primarily used technology as a productivity tool (technology-as-an-aid).

Goal

To explore the different ways teams can use technology.

Focus Question

In what ways can teams use technology to maximize their efficiency and effectiveness?

To-Dos

1. Examine the figure entitled "Using Technology: Four Team Choices" at the end of this exercise, and analyze the different ways teams can use technology.
2. Ask team members to place a ✓ mark in the quadrant(s) that describes their greatest use of technology at this point. Have them give examples of how they have used technology in this manner.
3. Ask members to place a ∅ mark in the quadrant(s) describing technology uses that they are not presently employing.
4. Now ask members to place a + mark in the quadrant(s) that describes the ways they would like to use technology.
5. Have team members write a scenario describing how they will be using technology in six months, next year, and three years from now. Use the scenarios to plan for technology acquisitions and skill training.

Follow-Up Questions

Which of the four "technology uses" quadrants holds the greatest potential for team efficiency and effectiveness?

What kind of staff development will the team need to become proficient in all four quadrants?

Tips

- Allow teams to experiment with different ways of using technology.
- Allow teams to use technology as an aid for the majority of their work.
- Encourage a high degree of risk-taking without punishment for failure.

Trap

- Don't expect immediate success. Allow teams enough time to explore and become comfortable with the technologies.

Using Technology: Four Team Choices

1 **Productivity** **(Technology-as-an-Aid)** Computer and LCD panel *Electronic Chalk/Paper*	**2** **Communication** **(Learning Together Apart)** E-mail, fax, and modem Satellite, two-way video Internet Cellular phone *Electronic Communication*
3 **Searching** **(Accessing Information)** Automated library CD-ROM and videodisc Internet *Electronic Literacy*	**4** **Producing** **(Creating Information)** Hypermedia Multimedia *Electronic Authoring*

Copyright © 1998 National Educational Service

Background Information on Using Technology in Teaming

75 Emerging Technologies

The team explores the definitions and uses of new, evolving technologies.

> TECHNOLOGY: *The totality of means employed to provide objects necessary for human sustenance and comfort.*
>
> —*Webster's Dictionary*

For related exercises, see:

Section	Exercise	Page
II	#64—Interdependence	244
III	#73—Levels of Technology Use	287

Notes/Ideas

75 Emerging Technologies

Emerging technologies can be defined as evolving and sophisticated communications devices that capture, create, transfer, and use words, music, sound, graphics, and video.

There is a wide variety of emerging technologies, which include computers, DVD players, CD-ROMs, satellite, LCD (liquid crystal display) panels, laserdisc players, and projection devices.

Goal

To gain a firm understanding of emerging technologies and how they can be used in teaming

Focus Question

How can teams categorize and use emerging technologies?

To-Dos

1. Define the concept of emerging technologies for the team, and explain and discuss how the various kinds of devices work.
2. Explain that emerging technologies are hard to define and classify because of the following factors:
   - They have multiple uses. They can be used independently or connected in many different ways.
   - They are evolutionary. They keep changing in terms of sophistication, becoming faster, cheaper, and better.
   - They are synergistic. When joined together, they become something different and more powerful than when they are used independently of one another.
3. Discuss how emerging technologies can be used to improve team effectiveness, soliciting feedback and ideas from members.

Follow-Up Questions

Do emerging technologies have the potential to transform our team into something different than it is now? Why or why not?

Tips

- Demonstrate a number of emerging technologies to the team.
- Allow team members to visit other teams that are making good use of emerging technologies.

Traps

- Don't assume that team members have a "good working understanding" of emerging technologies.
- Don't provide training that is too limited in scope. Make sure it is comprehensive enough to allow members to use emerging technologies in a number of different ways.

Background Information on Using Technology in Teaming

76 The Internet

Members discuss and analyze the Internet and its different uses.

> *The computer revolution is the most advertised revolution in world history. Yet one of the funny things about it is that we probably still underestimate its impact.*
>
> —Herman Kahn

For related exercises, see:

Section	Exercise	Page
I	#22—Decision-Making Strategies	81
III	#75—Emerging Technologies	295
	#82—Electronic Communication	319
	#86—Information Literacy	334
	#87—Search Strategies	336

Notes/Ideas

76 The Internet

The Internet began as a government-funded research project to foster electronic communication. It consists of millions of computers around the world that are linked through a common electronic network.

The Internet is constantly growing, with thousands of new users signing on each month.

Although the term "the Web" is sometimes used interchangeably with the Internet, it is not actually the same thing. The World Wide Web, or the Web, is only a small part of the Internet—a user-friendly hypertext application that runs *on* the Internet, much like a software application runs on a PC.

Goal

To explore the power of the Internet as it relates to teams and teamwork

Focus Question

What do teams need to know about the Internet?

To-Dos

1. Have the team consider the following uses for the Internet:
   - Exchanging messages—Through e-mail, you can communicate with people anywhere in the world, immediately and inexpensively.
   - Sending information—Spreadsheets, images, sounds, and anything that can be digitized can be sent and retrieved electronically.
   - Locating and communicating with others who share your interests—Through thousands of free, special-interest, electronic forums that function like newsletters, you can get information on almost any topic imaginable.
   - Asking for help—Post an information SOS, and other users will come to your rescue.
   - Researching—Search engines will search for information on your keyword topics, retrieving potentially useful sites on the Web in seconds.
2. Have the team discuss whether it uses the Internet now and, if so, how. Ask members how they might use it to improve team effectiveness.

Follow-Up Questions

What role does the Internet play in our Information-Age society?

What new uses might we have for the Internet in the years to come?

Tips

- Point out that the Internet is still in its infancy and that it needs much refinement.
- Stress that the Internet has tremendous potential for revolutionizing teaching, learning, and technology-based teams.
- Remember that because there is no means of regulating what is posted on the Internet, not all information found there is valid and accurate. Members should consider the source of the information when assessing its value.

Traps

- Don't expect the team to use the Internet without information and training.
- Don't overlook the Internet as a major source of information, as well as a communications tool for the team.

Reference

Leving, J., & Baroudi, J. (1993). *The Internet for dummies*. San Mateo, CA: IDG Books.

EXERCISES 77–84

Getting Started with Technology-Based Teaming

Getting Started with Technology-Based Teaming

77 Managing Different Levels of Technology Expertise

Team members assess their individual technology skill levels and plan for necessary training.

> *One machine can do the work of 50 ordinary men. No machine can do the work of one extraordinary man.*
>
> —Elbert Hubbard

For related exercises, see:

Section	Exercise	Page
I	#11—Membership	42
II	#44—Success Features	170
III	#73—Levels of Technology Use	287
	#75—Emerging Technologies	295

Notes/Ideas

77 Managing Different Levels of Technology Expertise

Within a team, members' levels of technology expertise may vary widely.

All team members should strive to master the following basic technology skills: computer operation, word processing, videoconferencing, communicating over a local area network, communicating over a wide area network, using online databases, and presenting information with instructional technologies.

In the beginning stages of team development, members need to assess their skills and plan a course of action for mastering any skills they do not already have.

Goal

To assess individual members' levels of technology expertise and determine how to cross-train team members and build up team skills

Focus Questions

What different levels of technology skills are found within our group?

How can these different skill levels be harnessed together to create a technology-based team?

To-Dos

1. Have each member of the team complete the "Technology Skills Audit" at the end of this exercise.
2. Summarize these results to determine the team's level of expertise and the skills it needs to develop.
3. Prioritize the team's technology development needs.
4. Use this information to plan a hands-on training program to meet the identified needs.

Follow-Up Question

How much ongoing training will the team need to keep up with new and emerging technology skills?

Tips

- Remember that all members of a technology-based team do not need to have the *same* skills, but each member must have a set of skills that contributes to the team's effectiveness.

- Set aside a portion of each meeting, especially in the early stages of team development, to train members in their weakest skill areas.

Traps

- Don't overlook the importance of training activities for building team competence and camaraderie.
- Don't expect that all members of a team *will* have the same technology skill level.
- Don't believe that all members of a team *must* have the same technology skill level.

Technology Skills Audit

Rate your level of proficiency on each of the following technology skills, using the following scale:

0 = No skill whatsoever
1 = Somewhat familiar with, but not a skill I use on a daily basis
2 = Fairly competent, a skill I use in my everyday work
3 = Very competent, a skill I would feel comfortable sharing with other team members

	No skill		Very competent	
1. Operating a computer	0	1	2	3
2. Using a word-processing program	0	1	2	3
3. Using a spreadsheet application	0	1	2	3
4. Videoconferencing	0	1	2	3
5. Communicating over a local area network	0	1	2	3
6. Communicating over a wide area network	0	1	2	3
7. Using online databases	0	1	2	3
8. Presenting and/or using other forms of technology (e.g., HyperStudio, PowerPoint)	0	1	2	3
9. Using the Internet to locate information	0	1	2	3
10. Using e-mail	0	1	2	3
11. Using other Internet applications (e.g., chat rooms, listservs)	0	1	2	3

Copyright © 1998 National Educational Service

Getting Started with Technology-Based Teaming

78 Electronic Meetings

The team experiments with different strategies for conducting electronic meetings.

The quickest way to speed up a meeting is to eliminate the chairs.

—Unknown

For related exercises, see:

Section	Exercise	Page
I	#5—Agenda Setting	21
II	#44—Success Features	170
III	#91—Electronic Polling and Voting	350
	#92—Electronic Quorum	353

Notes/Ideas

78 Electronic Meetings

Electronic meetings bridge time and distance by allowing members to attend and participate, via phone or modem, from remote locations.

Electronic meetings use electronic agendas.

Notes from an electronic meeting, like notes from other meetings, reflect happenings, actions, or team decisions.

Goal

To explore various ways of conducting electronic meetings

Focus Question

How can we conduct an effective electronic meeting?

To-Dos

1. Schedule a team meeting in which team members are linked in a conference telephone call.
2. Schedule a meeting in an electronic "chat room" where all members agree to be online, at their computer workstation, at the same time.
3. Schedule a meeting in which team members are linked via video camera over the local cable TV network.
4. Schedule a meeting in a Web-based asynchronous electronic forum (e.g., an electronic bulletin board), where the members agree to visit this electronic discussion forum during an extended period of time—perhaps a week.
5. After having held the various kinds of meetings, have the team discuss the advantages and disadvantages of each.
6. Allow the team to continue experimenting with various styles of electronic meetings.

Follow-Up Questions

How can teams determine which electronic meeting strategy best suits their membership or team agenda?

What is the purpose and value of electronic meetings?

Tips

- Distribute meeting minutes and shared creations electronically in real time.
- Solicit input from all team members when creating the agenda for the next meeting.
- Remember that meetings do not have to be "face-to-face" to be legitimate or effective.

Traps

- Don't limit yourself by believing that electronic meetings must always take place in one specific forum. Vary your meeting strategies according to your team's specific purpose and needs.
- Don't try to replace all in-person team interaction with electronic meetings. Teams still need "face time" to foster relationships and communication.

Getting Started with Technology-Based Teaming

79 Electronic Record-Keeping

Members discuss the impact of electronic record-keeping on team behavior and communication.

To err is human but to really foul up requires a computer.

—Paul Ehrlich

For related exercises, see:

Section	Exercise	Page
I	#5—Agenda Setting	21
	#9—Notebooks	36
II	#48—Identifying Team Responsibilities	185
III	#78—Electronic Meetings	307

Notes/Ideas

79 Electronic Record-Keeping

Electronic networks have the ability to distribute verbatim accounts, and even video accounts, of team meetings and decisions.

Electronic record-keeping can be an issue in technology-based team meetings, because team members may feel restrained or inhibited by the knowledge that they are being "recorded."

Goal

To study the effect electronic record-keeping has on the free flow of team discussion and decision making

Focus Question

Does electronic record-keeping inhibit, enhance, or have no impact on communication among technology-based team members?

To-Dos

1. Videotape a team meeting and have the camera operator focus on different individuals during the discussion.
2. Have the team view the video and discuss how the electronic "eye" changed team behavior.
3. Ask members if they think the meeting would have been different had the team not been aware it was being taped and, if so, how.
4. Discuss the value and potential of electronic record-keeping and distribution in technology-based team activities.

Follow-Up Questions

Are there team activities or discussions that should not be widely shared with the larger organization?

Should rules be established to limit the open recording of team discussions?

Tips

- Be aware that many people are uncomfortable with the idea of being recorded. Listen for team member comments along the lines of "I would have said something, but the recorder was on."
- Be flexible. Don't sacrifice team creativity and productivity for the sake of all-inclusive records.

Traps

- Don't assume that electronic record-keeping has no impact on team behavior.
- Don't allow team members to use the fact that they are uncomfortable being recorded as an excuse for not participating.

Getting Started with Technology-Based Teaming

80 Basic Technology Competencies

The team considers which basic technology skills are essential for a high-performance technology-based team.

> *Once technology is out of the jar, you can't put it back in.*
>
> —Ervin L. Glaspy

For related exercises, see:

Section	Exercise	Page
II	#63—Functional Teams	241
III	#74—Using Technology: Four Team Choices	291
	#77—Managing Different Levels of Technology Expertise	303

Notes/Ideas

80 Basic Technology Competencies

To become a high-performance technology-based team, a team must develop a number of competencies.

High-performance technology-based teams must have a plan for acquiring a wide range of technology competencies.

Goal

To acquaint team members with basic technology competencies

Focus Question

What technology skills does a high-performance technology-based team need?

To-Dos

1. Give each member a copy of the "Basic Technology Skills" handout on the next page.
2. Have the team discuss which competencies are critical to team effectiveness and which are important but not critical.
3. Brainstorm additional competencies that may not have been identified.
4. Ask the team to develop a plan for identifying which technology competencies have been achieved and which are targeted for future adoption by your team.

Follow-Up Question

How long will it take for our team to develop the technology-related competencies we have identified?

Tips

- Take into account the different existing proficiency levels of team members when planning ways to acquire needed new technology skills. Training may need to begin at a number of different starting points to accommodate all members of the team.
- Anticipate a substantial period of time before all team members achieve mastery of all major technology competencies.

Traps

- Don't assume that "everyone knows how to operate a computer these days." Some team members may need training in the most fundamental aspects of technology use.
- Don't overwhelm members by giving them too much information too quickly or by expecting them to master several new skills all at once.

Basic Technology Skills*

Team members should be able to:

- Operate a computer system and use software successfully in learning or teaming.
- Evaluate and use computers and related technologies to support the instructional process.
- Apply current learning principles, research, and appropriate assessment practices to the use of computers and related technologies.
- Explore, evaluate, and use technology-based research materials.
- Demonstrate knowledge of computers for problem solving, data collection, information management, communication, presentations, and decision making.
- Demonstrate knowledge of multimedia, hypermedia, and telecommunications activities to support instruction.
- Demonstrate skill in using productivity tools for professional and personal use, including word-processing, database, spreadsheet, and graphic utilities.
- Demonstrate knowledge of equity, ethical, legal, and human issues of computing and technology.
- Identify resources for staying current in computing applications and related technologies.
- Use computer-based technologies to access information to enhance personal and professional productivity.
- Apply computer and related technologies to facilitate the emerging roles of the learner and the educator.
- Use computers and modems to access information, resources, and databases using the Internet.

---

*Developed by the International Society for Technology in Education. Adapted from the National Council for Accreditation of Teacher Education, National Standards for Educational Technology.

Copyright © 1998 National Educational Service

Getting Started with Technology-Based Teaming

81 Electronic Collaboration

The team explores the potential for using electronic collaboration to enhance team effectiveness.

> *Computers have become a ubiquitous symbol of a new age, mascots of the information era and of a new way of thinking.*
>
> —Richard Saul Wurman

For related exercises, see:

Section	Exercise	Page
I	#2—Why Become a Team Member?	10
II	#64—Interdependence	244
III	#88—Strategies for Using Electronic Collaboration	339

Notes/Ideas

81 Electronic Collaboration

Collaboration is an act of shared creation or shared discovery.

Electronic networking adds power to collaboration by connecting team members over both time and distance.

Electronic collaboration means that members can work together from different buildings, cities, and countries, and can do so at different times.

Goal

To explore electronic collaboration as a major learning strategy for teams

Focus Question

What are the main features of electronic collaboration?

To-Dos

1. Share with the team the following characteristics of electronic collaborators:
    - They work together across time and distance.
    - They access and analyze a wide variety of data.
    - They work together to achieve common goals.
    - They engage in creating a product synergistically—a collaborative product in which each person contributes ideas and effort to create something different than any one individual's product.
2. Give the team some examples of different ways electronic collaboration might work:
    - Parts of a whole—A team might work together on a large project by assigning specific parts of it to individuals. The individuals could then send their work electronically to each other for review and eventual compilation by a designated member.
    - Group feedback—An individual or committee might draft a document and send it out electronically to all team members for review and revision. When the responses are received, they could be incorporated into the original document.
    - Links in a chain—One team member might do the necessary research for a project or report, and then send it electronically to another member. That member might handle the next phase of the project—compiling the information—and e-mail it to a third member for proofreading, verification, or editing. When the third member completes editing, he or she might send it electronically to a fourth member, who would be responsible for putting it in its final form.

3. Have the team discuss the potential of electronic collaboration and how it might be used to enhance team effectiveness.

Follow-Up Question

What kind of training will be needed for teams to become proficient in electronic collaboration?

Tips

- Model one example of electronic collaboration by using e-mail.
- Allow technology-oriented team members to mentor other team members who are less skilled in using technology.
- Create electronic documents early in the process to let members become comfortable with and proficient at using the technology.

Traps

- Don't neglect to train teams in the basic skills of effective teaming before training them in electronic collaboration.
- Don't underestimate the amount of time it takes for teams to become accustomed to using technology as a basic communication tool, as well as a product-creation tool.

Getting Started with Technology-Based Teaming

82 Electronic Communication

Team members learn how to use e-mail to enhance and accelerate communication.

Sweet discourse, the banquet of the mind.

—John Dryden

For related exercises, see:

Section	Exercise	Page
I	#30—How Not to Communicate	110
II	#48—Identifying Team Responsibilities	185
III	#96—Flaming	368

Notes/Ideas

82 Electronic Communication

Electronic communication (e-mail) is one of the major strategies teams can use to remain in continuous contact while being physically apart.

E-mail can be defined as the process of sending, receiving, storing, and forwarding messages in digital form using telecommunications.

Goal

To explore e-mail as a way to equalize involvement and generate excitement, creative solutions, and shared creation in teams

Focus Question

How can teams use e-mail effectively?

To-Dos

1. Set up an e-mail network in a large room for a team meeting.
2. Have the team experiment with sending and receiving e-mail messages across the room until all team members are comfortable with the process.
3. Discuss the practicality of communicating with each other via e-mail.
4. Move the system into team members' work areas for additional team communication.
5. Encourage team members to get Internet access and e-mail accounts at their homes, as well as at school.

Follow-Up Questions

When is it appropriate for the team to use e-mail? Inappropriate?

What are the advantages of e-mail? Disadvantages?

Tips

- Use e-mail to keep team members communicating—anytime, anyplace.
- Use e-mail as a way to communicate more efficiently, as well as differently. For example, an announcement or update e-mail can be sent to all members simultaneously with just a few keystrokes, saving time and expense.

Traps

- Don't overlook e-mail as a major tool in regular team communication.

- Don't ignore the common hazards of e-mail, such as flaming (see Lesson 96, p. 368) and privacy concerns (the possibility of someone accessing e-mail that is not meant for him or her).
- Don't assume that just because e-mail is *sent* to a recipient immediately, it will be read immediately. Remember that until members are accustomed to using it on a regular basis, they may not check their e-mail often.

Getting Started with Technology-Based Teaming

83 Electronic Compatibility

Team members determine whether or not their technological equipment is compatible—that is, whether it will allow them to communicate using a common forum.

We may begin to see reality differently because the computer provides a different angle on reality.

—Heinz Pagels

For related exercises, see:

Section	Exercise	Page
II	#54—Empowerment	205
III	#82—Electronic Communication	319
	#96—Flaming	368

Notes/Ideas

83 Electronic Compatibility

For technology-based teams to communicate and collaborate electronically, all team members' technological equipment must be compatible—that is, their computers must be able to interface and "communicate" with each other.

Some organizations are able to ensure that all team technology is compatible by centralized purchasing of the equipment; other organizations use a decentralized, localized method for purchasing electronic equipment.

Schools are particularly localized. Some will have Macintosh® as a basic platform, while others will have Windows®. Schools may use different network protocols, applications software, and electronic mail systems.

Goal

To ensure the compatibility of all the equipment used to participate in team activities

Focus Question

How can we ensure that team members' electronic equipment operates in a common format?

To-Dos

1. Have team members list, in as much detail as possible, the electronic equipment they use daily. Compile this information in a spreadsheet or database format to share with the team.
2. Have team members identify activities they cannot perform because they lack compatible equipment (e.g., send e-mail attachments, access certain files, run certain software programs, transfer data onto disks, etc.).
3. If necessary, employ technical experts to investigate the equipment and determine what must be done to bring each member to an electronic forum where effective team communication can occur.
4. Once all team members have compatible equipment, train them to use the equipment to communicate with others.

Follow-Up Question

How can we ensure that *all* team members participate with compatible electronic equipment?

Tip

- Remember that problems in communication between different platforms (e.g., computer, modem, videotape, etc.) require technical solutions.

Traps

- Don't hesitate to employ a professional technician to identify, maintain, and set up the equipment for the team.
- Don't overwhelm the team with technical details. Explain compatibility problems in general, easy-to-understand terms.

Getting Started with Technology-Based Teaming

84 Electronic Social Interaction

Team members discuss how they can get to know each other electronically.

Man is still the most extraordinary computer of all.

—John F. Kennedy

For related exercises, see:

Section	Exercise	Page
I	#30—How Not to Communicate	110
III	#82—Electronic Communication	319

Notes/Ideas

84 Electronic Social Interaction

At many meetings, the best brainstorming and most creative problem solving happen outside the formal gathering during breaks (e.g., social interaction).

When teams meet electronically and not face-to-face, the opportunity for social interaction is often lost.

Goal

To find ways of improving team members' interactivity in electronic situations

Focus Questions

Does our team meet socially outside of scheduled formal meetings?

If not, how can we encourage electronic social interaction?

To-Dos

1. Have the team discuss why social interaction is important in an effective team.
2. Brainstorm ways for team members to get to know each other over the electronic networks. Consider the following:
   - Set aside five minutes or so before each electronic meeting for "socializing," and allow members to chat about whatever interests them before settling down to work.
   - Liven up your e-mails with friendly greetings, humor, or personal chitchat, if appropriate.
   - Encourage members to talk with each other via telephone or send non-work-related e-mails to one another from time to time. Just as team members might have brief personal conversations in the office during breaks in the workday, personal e-mails can sometimes serve the same social function.
   - Encourage the sharing of online findings, such as Web sites of interest, listservs, chat rooms, or bulletin boards that may be of interest to other members.
   - Use the electronic networks to conduct various "fun" activities, such as having trivia quizzes for small prizes.
   - Send out group e-mails announcing important events in team members' lives, such as the birth of children or grandchildren, personal and professional achievements, etc.

Follow-Up Question

If members seldom meet face-to-face, how can a team leader foster the type of social interaction that enhances team effectiveness?

Tips

- Maximize opportunities for all types of social interaction (e.g., arrange for group transportation on occasions when the team is gathering in one location, so that all members can ride in the same vehicle).
- Take the lead in fostering electronic social interaction.

Trap

- Don't ignore the importance of social interaction when planning effective technology-based team activities.

EXERCISES 85–89

Experimenting with Technology-Based Teaming Skills

Experimenting with Technology-Based Teaming Skills

85 Attendance and Participation

Members explore ways to maintain a high level of team involvement and participation in an electronic environment.

To do nothing is in every man's power.

—Samuel Johnson

For related exercises, see:

Section	Exercise	Page
I	#14—Participation	55
III	#82—Electronic Communication	319
	#99—Netiquette	377

Notes/Ideas

85 Attendance and Participation

Technology-based team members meet face-to-face on an infrequent basis. More often, the team meets electronically.

Because of this, maintaining active participation and membership requires extra effort.

Goal

To explore ways to maintain active team membership in an electronic drop-in/drop-out environment

Focus Question

What extra efforts must be undertaken to promote participation and active membership in a technology-based team?

To-Dos

1. Ask team members if they have had prior teaming experiences in which members initially seem very enthusiastic, but just disappear after a few meetings.
2. Have them discuss how these common experiences might translate from regular team activities to those based on electronic communications.
3. Using the handout on the following page as a starting point, have the team suggest ways of ensuring that member attendance and participation remain high, even outside of face-to-face interaction.

Follow-Up Questions

Is it possible to feel a sense of loyalty and responsibility to a group of people you rarely see face-to-face?

How can this sense of loyalty be encouraged?

Tips

- Pair team members who work in the same building or near each other, so there can be some social interaction and collaboration.
- Increase participation by giving members meaningful assignments that require them to report back to the group.

Traps

- Don't expect that electronic communication technologies will not change membership and participation in team activities.
- Don't ignore members who have quietly stopped participating in team interactions and activities. Contact them to ask, tactfully, if there is some reason for their withdrawal.

10 Tips for Increasing Participation

1. Post e-mail to team members regularly.

2. Encourage team members to experiment with listservs and chat groups. Experienced Internet users know the value of remaining involved.

3. Pose questions that require team members' responses, rather than simply posting announcements, which require no response.

4. Provide positive feedback to team members who are regularly involved.

5. Conduct an analysis of members who are and are not remaining involved. Without naming names, provide the team with feedback showing the degree and frequency of involvement.

6. Refrain from sending frivolous messages or questions. Use electronic contact appropriately.

7. Send members electronic materials and URLs of sites that meet their immediate needs.

8. Send members an electronic questionnaire that asks what could be done to make them feel more connected.

9. Conduct an electronic workshop on the value of attendance and participation.

10. Search for current research that addresses the issue of electronic attendance and participation.

Copyright © 1998 National Educational Service

Experimenting with Technology-Based Teaming Skills

86 Information Literacy

Team members define the concept of information literacy and discuss why it is important to technology-based teams.

> *Data are facts; information is the meaning that human beings assign to these facts. Individual elements of data by themselves have little meaning; it's when these facts are in some way put together or processed that the meaning begins to become clear.*
>
> —William S. Davis and Allison McCormack

For related exercises, see:

Section	Exercise	Page
II	#44—Success Features	170
III	#76—The Internet	298
	#82—Electronic Communication	319

Notes/Ideas

86 Information Literacy

Because our knowledge base is vast, and growing exponentially, knowing how to *access* the information we need is becoming more important than actually knowing the information itself.

While traditional literacy means the ability to read and write, information literacy is much broader—it is the process of identifying, accessing, analyzing, applying, and creating information.

Information literacy is a higher-order, lifelong learning skill needed by everyone living and working in the 21st century—especially people in technology-based teams.

Goal

To explore the concept of information literacy and how it relates to team learning

Focus Question

What is information literacy, and why do teams need to have it?

To-Dos

1. Organize a team scavenger hunt for information or data in the local school or public library.
2. Organize a team scavenger hunt for information or data on an electronic network.
3. After the team has completed both hunts, have them discuss the similarities and differences of what they did and the material they gathered.
4. Discuss how information literacy skills are used in team learning and why they are especially necessary in technology-based teams.

Follow-Up Question

What is the relationship between information literacy and the Internet?

Tips

- Remember that the concept of information literacy is new and not well understood.
- Keep in mind that few people have experienced or engaged in information literacy.

Traps

- Don't ignore information literacy as an essential part of technology-based learning teams.
- Don't assume that information literacy is a natural by-product or outgrowth of basic literacy.

Experimenting with Technology-Based Teaming Skills

87 Search Strategies

Team members explore electronic methods of finding information they need for decision making.

Information pollution is the nemesis of information workers . . . . Inundated with technical data, some scientists claim it takes less time to do an experiment than to find out whether or not it has been done before.

—John Naisbitt, *Megatrends*

For related exercises, see:

Section	Exercise	Page
I	#22—Decision-Making Strategies	81
III	#76—The Internet	298
	#86—Information Literacy	334

Notes/Ideas

87 Search Strategies

It is estimated that the knowledge base doubles every three to five years and that there will be as much change in the next three decades as there has been in the last three centuries.

With this profusion of information and knowledge, team members must use new strategies to find the information they need to make knowledgeable decisions.

The Internet, or "Information Superhighway," will figure prominently in information-gathering strategies for today's teams.

Goal

To develop team proficiency in electronic search strategies

Focus Question

How does the technology-based team find the information it needs to make decisions?

To-Dos

1. Hold a workshop for the team to explore and experiment with a variety of electronic information networks (e.g., electronic libraries, search engines, online news services, etc.).
2. Hold a follow-up workshop on different tools used to explore electronic networks, such as gophers, search engines, etc. (Most of the major search engines on the Web offer search tips designed to help users improve their search results.)

Follow-Up Questions

Which information services can benefit our team most?

How can we best access the information and data we need to inform and support our team decisions?

Tips

- Demonstrate to the team some of the fun and entertaining aspects of searching electronic networks.
- Host an electronic "network scavenger hunt" and award prizes once minimal skills in electronic searching have been achieved.
- Stress that finding the right information is not always easy or immediate. Members may need to conduct several searches, varying their keywords or using different search tools.

Traps

- Don't assume that teams can find locally all the information they need for responsible, informed decision making.
- Don't assume that all information found on the Internet is valid or accurate. Remember that there are no regulating policies in place for the Internet, so there are no guarantees.

Experimenting with Technology-Based Teaming Skills

88 Strategies for Using Electronic Collaboration

The team examines four strategies for learning together apart.

The IQ of the team can potentially be much greater than the IQ of the individuals.

—Peter Senge

For related exercises, see:

Section	Exercise	Page
I	#18—Consensus Building	69
III	#81—Electronic Collaboration	316

Notes/Ideas

88 Strategies for Using Electronic Collaboration

Four strategies for using electronic collaboration over time and space include (1) same time–same place; (2) same time–different place; (3) different time–different place; and (4) different time–same place.

High-performance electronic teams use all four strategies to stay in continuous contact.

Goal

To explore different strategies for using electronic collaboration

Focus Question

How can technology enhance team collaboration over time and space?

To-Dos

1. Share the information about the four strategies for using electronic collaboration located on the next two pages.
2. Have the team discuss the implications of learning together apart.
3. Discuss the kind of equipment and materials that would be necessary for each of the four strategies.

Follow-Up Question

How can the four strategies be used to help teams become something they could not be otherwise?

Tips

- Begin with the same time–same place strategy to teach electronic collaborative learning, and use the same time–different place strategy as a second step.
- Use the different time–same place strategy to allow teams to connect with other learners throughout the world.
- Use the different time–different place strategy with high-performance teams that have a good understanding of emerging technologies.

Traps

- Don't underestimate the value of the four collaborative learning strategies to achieving high team performance.
- Don't fail to provide training in all four of the strategies.

Strategies for Using Electronic Collaborative Learning

1. **Same time–same place:** Members work together in the same learning environment, using emerging technologies to discover or create materials. Face-to-face electronic collaborative learning uses technology to develop solutions to identified problems. Members employ display devices or share input devices (keyboards and electronic pointers).

2. **Same time–different place:** Members work at different places, connected by electronic networks. Members may be across the hall, across town, or across the nation, and may be connected by phone line, microwave tower, or satellite.

3. **Different time–same place:** Members work together on the same project, on the same workstations, but at different times to meet the needs of their individual lifestyles. Workstations or terminals have the capability to store a team member's work for later reference by other members of the team.

4. **Different time–different place:** Team members work over distance and through several time zones. Devices are connected electronically and have the ability to store team members' input and progress.

Copyright © 1998 National Educational Service

Technology-Based Learning Teams: Learning to Work Together Apart

Different Time–Different Place

- voice mail
- distance conferencing
- e-mail

Same Time–Different Place

- two-way video-conferencing
- screen sharing
- chat rooms

Different Time–Same Place

- team rooms

Same Time–Same Place

- workstation networks
- PC projectors

Copyright © 1998 National Educational Service

Experimenting with Technology-Based Teaming Skills

89 Video-conferencing

Team members discuss and practice video conferencing as a potential method of conducting team meetings.

> *All new technology gets smaller, faster, and cheaper.*
>
> —Unknown

For related exercises, see:

Section	Exercise	Page
II	#44—Success Features	170
III	#73—Levels of Technology Use	287

Notes/Ideas

89 Videoconferencing

A videoconference is an electronic team meeting that uses two-way interactive video.

Videoconferencing has become a way for business teams to meet without wasting travel time.

Goal

To explore the possibility and uses of videoconferencing for school-based teams

Focus Questions

Can school-based teams be formed over vast distances via videoconferencing?

What advantages do videoconferences hold over telephone conferences or electronic mail communications? (One advantage is the ability to observe facial expressions, hand gestures, and body language.)

To-Dos

1. Use local resources, such as video cameras and monitors, to set up a mock videoconference in adjoining rooms.
2. Based upon this experience, have members discuss the advantages and disadvantages of videoconferencing.
3. Find local business representatives who have experience in participating in videoconferences. Ask them to share the advantages and disadvantages they have experienced in long-distance sales or management meetings conducted by videoconference, and pass this information on to the team.
4. If practical, use a videoconference to establish communication with a sister school in a neighboring community or school district.

Follow-Up Question

Could videoconferencing become part of the school's interactive educational television network?

Tip

- Be sure that video equipment is set up properly and ready to run. A breakdown or glitch in equipment may convince members that videoconferencing is too much trouble or too difficult.

Trap

- Don't perceive videoconferencing as too advanced, too expensive, or too futuristic to be of any value to a school-based team effort.

EXERCISES 90–94

Making Team Decisions in Technology-Based Teams

[illegible] AVAILABLE

Making Team Decisions in Technology-Based Teams

90 Electronic Brainstorming

The team explores electronic brainstorming as a method of generating ideas.

How monotonous the sounds of the forest would be if the music came only from the top ten birds.

—Unknown

For related exercises, see:

Section	Exercise	Page
I	#20—Brainstorming	76
	#21—Brainwriting	79
	#25—Multivoting	91
II	#44—Success Features	170
III	#81—Electronic Collaboration	316

Notes/Ideas

90 Electronic Brainstorming

Technology has the power to fundamentally change the way teams brainstorm.

Electronic brainstorming is the process of using emerging technologies to collect ideas from all team members, without criticizing or judging those ideas.

Electronic brainstorming is an act of shared creation—the creation of a tangible product (i.e., a solution to the problem or question under discussion).

Goal

To explore electronic brainstorming as a way to equalize involvement and generate excitement, creative solutions, and shared decision making

Focus Question

How can we use electronic brainstorming effectively?

To-Dos

1. Set up a computer and projection device.
2. Identify an electronic recorder who will type in everyone's contributions.
3. Brainstorm any appropriate topic.
4. After the brainstorming session, debrief by discussing the advantages and disadvantages of electronic brainstorming listed below. Have team members add to or delete items from each list.

Advantages

- everyone's words appear on screen
- things can be physically moved on screen
- multiple screens can be used
- displays work in a new way
- method is novel and fun

Disadvantages

- one person can dominate screen
- words don't reflect tone or inflection
- some people are self-conscious because words appear on screen

Follow-Up Questions

When is it appropriate to use electronic brainstorming? Inappropriate?

Tips

- Distribute electronically generated brainstorming results immediately by either e-mailing them or using a connected printer to print and distribute them.

- Team members can also use electronic brainstorming from different locations by using an online chat room. In a chat room, each member has control over what he or she types in.

Trap

- Don't view electronic brainstorming as merely brainstorming with electronic chalk; it is actually an act of shared creation, in which a member can take another member's written idea and build upon it to make it different and better.

Making Team Decisions in Technology-Based Teams

91 Electronic Polling and Voting

Team members establish procedures for voting on issues via emerging technologies.

The fact that a man is to vote forces him to think.

—John Jay Chapman

For related exercises, see:

Section	Exercise	Page
I	#5—Agenda Setting	21
	#22—Decision-Making Strategies	81
II	#44—Success Features	170
III	#92—Electronic Quorum	353
	#94—Open Meetings	359

Notes/Ideas

91 Electronic Polling and Voting

Electronic polling and voting involves using emerging technologies to survey and count team members' opinions or votes.

Team members can use electronic polling and voting to identify agenda items or make team decisions without meeting face-to-face.

Goal

To explore electronic polling and voting as a decision-making strategy

Focus Question

How can we use emerging technologies to make team decisions?

To-Dos

1. Have the team establish an electronic polling procedure. An example might be:
   a. Each team member receives an electronic ballot identifying choices.
   b. Each member votes for as many ideas as he or she likes.
   c. The ideas that receive the most votes are highlighted, and the remaining ideas are consolidated where possible.
   d. Each person votes again, choosing among only the ideas that are highlighted.
   e. Repeat this process as necessary to narrow the choices down to three to five ideas.
   f. Have the team act on these top three to five ideas.
2. Establish other typical voting rules. Examples might include:
   - Ballots are submitted by e-mail.
   - Response time is identified.
   - Voting outcome is announced by e-mail.
3. Have the team conduct a practice electronic voting session on a sample issue.

Follow-Up Questions

What are the advantages and disadvantages of electronic polling and voting? Are there times when it should not be used?

How do you ensure that electronic voting accurately represents the entire constituency and not a self-selected sample of team members who chose to participate?

Tips

- Use electronic polling and voting when people are located too far apart to be brought together for one meeting.
- Use password-protected e-mails or Web pages to assure the authenticity of votes cast by members who are not physically present.
- Experiment with less critical issues in the beginning before using electronic polling and voting to address major issues.

Traps

- Don't use electronic polling and voting without providing team members with adequate preparation and background on the issues.
- Don't attempt to *totally* replace face-to-face decision-making activities with electronic voting and polling activities.

Making Team Decisions in Technology-Based Teams

92 Electronic Quorum

Members examine the issue of quorum in electronic meetings.

I don't fear computers. I fear the lack of them.

—Isaac Asimov

For related exercises, see:

Section	Exercise	Page
I	#22—Decision-Making Strategies	81
II	#44—Success Features	170
III	#91—Electronic Polling and Voting	350
	#94—Open Meetings	359

Notes/Ideas

92 Electronic Quorum

An electronic quorum is defined as the number of people necessary to conduct business when communicating electronically.

Traditional quorums either identify the number of members that must be present to conduct business or the situation in which business can be conducted.

Information Age technologies challenge traditional definitions of quorum and require teams to examine their long-held beliefs about rules for meeting and teaming.

Goal

To analyze and identify a quorum for the purpose of conducting business in a technology-based team

Focus Question

How are quorums defined when team members are at a distance, coming online at different times, and/or joined by bulletin board announcements rather than real-time interaction?

To-Dos

1. Discuss the concept of a quorum and why it is necessary for valid team decision making.
2. Using the considerations on the following handout "Guidelines for Establishing an Electronic Quorum" as a starting point, have the team establish rules for meeting a quorum in a technology-based team. Keep the following factors in mind:
    - Technology-based team members do not have to meet *in the same physical location.*
    - Technology-based team members do not have to meet *at the same time.*
    - Distribution of team materials over bulletin board systems may add hundreds of members on a temporary or permanent basis.
3. Compile the rules into a document and distribute it to all team members via e-mail.

Follow-Up Questions

Do time and distance factor into the traditional definitions of a quorum?

Do traditional definitions of a quorum fit team activities in the Information Age?

Tip

- Settle issues of membership and quorum early when developing technology-based teams—especially before a crisis develops.

Trap

- Don't underestimate the importance of quorum and membership issues in technology-based teams.

Guidelines for Establishing an Electronic Quorum

1. Determine if a quorum is necessary. Not *all* effective teaming activities require a quorum.

2. Poll or interview other teams and schools that have considered the issue of quorums. Examine how they have addressed the issue of quorums in electronic meetings.

3. Ask your superintendent or administrator(s) if school policy dictates the need for a quorum. If it is not necessary, consider eliminating it; if it is necessary, ask the school's legal advisors for advice on handling the issue of electronic quorums.

4. Seek out current research on electronic communication.

5. Poll team members to determine differing points of view concerning quorums.

341

Copyright © 1998 National Educational Service

Making Team Decisions in Technology-Based Teams

93 *Robert's Rules of Order*

The team evaluates how rules of order for conducting meetings can be applied to electronic meetings.

Some people regard discipline as a chore. For me, it is a kind of order that sets me free to fly.

—Julie Andrews

For related exercises, see:

Section	Exercise	Page
I	#5—Agenda Setting	21
	#15—Team Rules	58
II	#53—Goal Clarity	202
	#68—Benchmarking	259
III	#92—Electronic Quorum	353
	#94—Open Meetings	359

Notes/Ideas

93 *Robert's Rules of Order*

There have always been rules for the conduct of business and social meetings.

Rules of order for business ensure that meetings are held in an orderly, logical manner and that accurate records are kept.

One such set of rules, *Robert's Rules of Order,* has long been used as the basic manual for conducting business.

Goal

To determine at what times and in what situations formal rules of order should be applied to conducting electronic team meetings

Focus Question

How can *Robert's Rules of Order* be used in electronic team meetings?

To-Dos

1. Have the team examine *Robert's Rules of Order* (Robert, 1989) and use it as a basis for discussing the conduct of meetings.
2. Discuss what situations require, either by law or by custom, that formal rules of order be followed.
3. Discuss whether the rules of order are necessary in electronic meetings and, if so, how they can be enforced.

Follow-Up Question

What difficulties might a chairperson encounter in trying to enforce *Robert's Rules of Order* during electronic team meetings?

Tips

- Experiment with varying levels and methods of enforcing *Robert's Rules of Order* in electronic meetings to see which work best.
- Modify the rules of order to best fit the way your team interacts electronically.

Traps

- Don't assume that running an electronic meeting requires the same set of rules as running a face-to-face meeting.
- Don't try to run a meeting without some form of rules that govern group behavior.

Reference

Robert, H. M. (1989). *Robert's Rules of Order*. Nashville, TN: T. Nelson.

94 Open Meetings

Making Team Decisions in Technology-Based Teams

The team discusses whether it is subject to regulations mandating that all public meetings be available for public visitation and scrutiny.

As a bamboo conduit makes a round jet of water so taking counsel together rounds men to one mind.

—Malay proverb

For related exercises, see:

Section	Exercise	Page
II	#44—Success Features	170
III	#100—Electronic Verification	380

Notes/Ideas

94 Open Meetings

Many teams and team activities are subject to rules established for the regulation of public governance organizations.

These rules generally state that team or group meetings must be open meetings, available for public scrutiny.

Goal

To determine whether the technology-based team's purposes and activities fall within the public domain and are therefore subject to statutory regulation ensuring that they are not conducted in secret

Focus Questions

Is the team subject to rules requiring governmental agencies to conduct "open meetings"?

How can the team ensure that it meets the legal requirements and at the same time maintains a cohesive team identity?

To-Dos

1. Have the team review statutory requirements for "open meetings" to see if they would apply to your conventional team activities. As a general rule, a group of teachers and administrators who do not have policy-making authority are not subject to open meeting requirements. However, school boards and other policy-making teams *are* likely to be subject to these requirements.
2. If the statutory requirements for open meetings do apply to the team, have the school district's attorney work with the team to ensure that its *electronic* meetings are in compliance with all regulations.
3. Explore ways to remain in compliance with open meeting regulations and still take advantage of technology in team communications (e.g., posting the transcript of an electronic meeting in a public place, using a local cable TV network to broadcast the meeting, etc.).

Follow-Up Question

What are the advantages and disadvantages of using electronic means to encourage a greater public understanding and involvement in the team's activities?

Tips

- Use electronic means to enhance public support for the team's activities.

- Look for the least intrusive way of conducting open meetings, so as not to distract team members.
- Use CD-ROM versions or electronic searches to find information about open meetings in your team's area.

Traps

- Don't use electronic teaming to shut off public access to the team's debates and activities.
- Don't allow electronic public access to intimidate, curtail, or limit team discussion.

EXERCISES 95-100

Dealing with Strife in Technology-Based Teams

Dealing with Strife in Technology-Based Teams

95 Electronic Cliques

Members determine whether cliques exist within their team and, if so, what effect they have on the team as a whole.

Great minds discuss ideas, average minds discuss events, small minds discuss people.

—Hyman G. Rickover

For related exercises, see:

Section	Exercise	Page
I	#7—Team Size	29
II	#48—Identifying Team Responsibilities	185
III	#81—Electronic Collaboration	316

Notes/Ideas

95 Electronic Cliques

In any team, but particularly in large teams, groups of individuals with common attitudes and personalities tend to form.

During regular team meetings, leaders often break these cliques by assigning members different roles or physical locations during the meeting.

Little is known about electronic cliques and how to control them.

Goal

To investigate the existence of cliques in an electronic team and determine what impact they have on the team

Focus Questions

Are there electronic cliques within our team?

What effect do they have on the team as a whole?

To-Dos

1. Have team members send electronically to the team leader names of three people with whom they would most like to work.
2. Using this information, divide the large team into smaller teams and allow them to interact with each other for two weeks while recording (logging) their communications.
3. At the end of two weeks, reassign team members to new electronic teams. Have members log their electronic communications with their new team members for two weeks.
4. Have team members discuss the difference between the two electronic communication logs. Have them consider which of the two logs indicates more productivity.

Follow-Up Questions

Are electronic cliques good or bad for team unity?

How does the team relate to individuals who have no clique identity?

Tips

- Remember that cliques are often mini-teams that exert a powerful influence on the larger team.
- Remember that individuals outside cliques often have powerful and innovative ideas. Don't ignore them just because they don't have the support of a clique.

Traps

- Don't assume that cliques will not form in an electronic team because members do not have face-to-face meetings.
- Don't assume that cliques have no influence on team cohesion or outcomes.

Dealing with Strife in Technology-Based Teams

96 Flaming

Members discuss the possibility of hostile and inflammatory electronic messages and ways to control or prevent them within the team.

When angry, count four; when very angry, swear.

—Mark Twain

For related exercises, see:

Section	Exercise	Page
I	#26—Arguments	97
	#27—Angry People	101
II	#58—Covenant	221
III	#99—Netiquette	377

Notes/Ideas

96 Flaming

"Flaming"—the sending of hostile or inflammatory e-mails or bulletin board postings—is becoming a national and international phenomenon on electronic networks.

Many people express themselves much more aggressively and antagonistically in electronic communication than in person because the lack of face-to-face contact gives them a measure of safety and anonymity.

Flaming often escalates and expands conflicts because it is easy to electronically forward messages to other team members without a great deal of thought.

Goal

To discuss how to manage electronic flaming within a team

Focus Question

How can we identify and control flaming in our team?

To-Dos

1. Have members write down on a piece of paper some behavior, issue, or problem that has deeply irritated them in the last two weeks.
2. Have team members consider whether they would personally deliver the notes they have written to (a) the individual(s) involved, (b) the individuals' superiors, or (c) the individuals' colleagues.
3. Have team members consider if, in the heat of passion and the privacy of their workspace, they would fire the note off via e-mail to (a) the individual(s) involved, (b) the individuals' superiors, or (c) the individuals' colleagues.
4. Ask the team to draw up a set of rules to govern electronic communication and prevent electronic flaming from hindering team unity.

Follow-Up Question

How can a team member voice strong negative feelings about a subject without violating the flaming rules?

Tips

- Review the issue of electronic flaming periodically to ensure that team members are openly communicating and responsibly controlling urges to "fire off" over the network.
- Remind members to think before they send! If the message is one they would be uncomfortable delivering in person, it might need revision.

Traps

- Don't allow team members to escalate a "flame war" by enlisting other colleagues or superiors in what should be a private discussion.
- Don't assume that electronic flaming will not happen in your team or that, if it does, it is inconsequential.
- Don't confuse impassioned team dialogue with flaming.

Dealing with Strife in Technology-Based Teams

97 Sexual Harassment

The team examines the possibility of electronic sexual harassment and develops rules for dealing with it.

To do injustice is more disgraceful than to suffer it.

—Plato

For related exercises, see:

Section	Exercise	Page
I	#27—Angry People	101
	#29—Morale	108
II	#64—Interdependence	244
III	#99—Netiquette	377

Notes/Ideas

97 Sexual Harassment

Sexual harassment is behavior that creates a hostile work environment. It is not limited to physical office space, nor is it limited to face-to-face interactions.

Sexual harassment can creep in almost unnoticed in electronic communications unless specific guidelines and awareness activities are implemented at the outset.

Goal

To explore how to manage sexually harassing behaviors that might create a hostile electronic work environment, violate the law, or cause others to avoid participation in electronic team activities

Focus Question

What is sexual harassment, and how might it show up in electronic team activities?

To-Dos

1. Have all members post their understandings of what constitutes sexual harassment in the workplace.
2. Have team members discuss how sexual harassment might seem more innocuous or more blatant when it occurs in cyberspace.*
3. Have team members develop scenarios of how sexual harassment might occur in electronic teaming and how it should be handled.
4. Have the team create a set of rules addressing sexual relationships and behaviors in the electronic workplace.

Follow-Up Question

Who should be responsible for enforcing appropriate sexual behavior in the electronic team?

Tips

- Review sexual harassment training activities for the workplace to see how they apply in an electronic environment.
- Make sure all team members understand their right to an electronic workplace that is free of sexually harassing behaviors.

---

*For an outstanding example and discussion, see Dalaimo, D. M. (1997). Electronic sexual harassment. In B. R. Sadler & R. Shoop (Eds.), *Sexual harassment on campus: A guide for administrators, faculty and staff* (pp. 915–107). Needham Heights, MA: Allyn & Bacon.

Trap

- Don't assume that sexual harassment happens only in traditional office environments.

Dealing with Strife in Technology-Based Teams

98 Gender Equity in Technology-Based Teams

Team members discuss the differences between men's and women's perspectives on electronic teaming.

The real danger is not that computers will begin to think like men, but that men will begin to think like computers.

—Sydney J. Harris

For related exercises, see:

Section	Exercise	Page
I	#8—Selecting Team Members	33
II	#60—Exploring Team Relationships: Going to the Movies	228

Notes/Ideas

98 Gender Equity in Technology-Based Teams

Research indicates that boys in school participate more in computer-related activities than girls.

Lack of training or skill in electronic communications should not lead to inadvertent gender bias in team behavior.

Electronic communication can become a means of excluding members of one gender from the total teaming process.

Goal

To ensure that electronic teaming provides equal opportunities for access and participation by members of both genders

Focus Questions

Does our electronic team provide equal opportunities for access and participation by both men and women?

How can we ensure that one gender is not excluded from team membership or activities?

To-Dos

1. Divide the team into two groups—men and women—and have both groups develop a list of the most important aspects of electronic teaming.
2. Share the lists with the team and examine the two lists' differences and similarities.
3. Ask the team whether men and women bring different perspectives to electronic teaming and, if so, how those perspectives can be woven together to create a more effective, efficient team.

Follow-Up Questions

What technology skills must every individual have to be an effective electronic team member?

Does our team need any extra training to ensure that each member has those skills?

Tips

- Pay attention to the different skills and roles each gender exhibits in electronic teaming.
- Monitor the participation of team members in electronic communication, checking especially for equal access and communication by gender.

Traps

- Don't ignore the differences in gender when engaging in electronic communication.
- Don't automatically assume that males are better than females at electronic teaming and using technology.

Dealing with Strife in Technology-Based Teams

99 Netiquette

The team discusses rules of courteous communication when using emerging technologies.

> *Tact is the art of making your point without making an enemy.*
>
> —Howard W. Newton

For related exercises, see:

Section	Exercise	Page
I	#32—Cooperation	118
III	#82—Electronic Communication	319
	#96—Flaming	368

Notes/Ideas

99 Netiquette

Rules of etiquette have long been established for face-to-face meetings.

These rules are usually enforced and reinforced by body language and custom.

While rules of etiquette for electronic networks are only in the beginning stages, some general patterns seem to be emerging.

Goal

To explore etiquette in electronic communication among team members

Focus Question

What is netiquette, and why is it necessary?

To-Dos

1. Have the team discuss the rules of appropriate behavior that are important in face-to-face team meetings. Have them consider how such simple phrases as "please" and "thank you" add to team dignity and contribute to team collaboration.
2. Consider how these etiquette rules apply to new electronic communications.
3. Discuss how electronic communications are inherently "cold" and impersonal. Ask the team to consider how simple terms of courtesy over the network might add to team unity.
4. Have the team develop its own set of netiquette rules and post them in the work area, as well as e-mailing copies to all team members.

Follow-Up Question

Why do electronic communications lack the sensitivity and sincerity of face-to-face interactions?

Tips

- Use humor to defuse tense situations in electronic communication.
- Use the e-mail symbols on the following page to add humor and personality to team communications.

Traps

- Don't assume that typical or new forms of etiquette have no place in electronic team communications.
- Be careful not to overlook traditional common courtesies when communicating electronically.

E-Mail "Smilies"

Use the following "smiley" faces to add expression to e-mail messages. Many new ones can be created to add to the list.

:)	Happy
:|	Let me think.
:(	Sad
:<	Very Sad
(:|	What?
:o	Oh, really?
|:<	That's serious!
:]	Zowie!

Copyright © 1998 National Educational Service

Dealing with Strife in Technology-Based Teams

100 Electronic Verification

The group assesses whether its electronic communications warrant the use of security measures to ensure that team members are not misrepresented.

In God we trust—all others pay cash.

—American business saying

For related exercises, see:

Section	Exercise	Page
I	#16—Trust Building	61
III	#72—The Evolution of Computing	283
	#94—Open Meetings	359

Notes/Ideas

100 Electronic Verification

In team meetings, it is possible for individuals to be misrepresented or inaccurately quoted. Generally, however, there are sufficient witnesses to ensure some accuracy in quoting.

The possibility for misrepresentation is more serious in electronic team meetings, where an individual could fraudulently represent someone else over the network without detection.

There are security measures available for individuals sending sensitive or private information electronically. Encrypted messages, password-protected programs, and secure log-on Web pages are some examples of these measures.

Goal

To determine if security arrangements are necessary to ensure that team members are not misrepresented electronically

Focus Questions

Does our team have a security problem?

Is our team likely to develop a security problem?

Are the issues our team addresses sensitive or controversial enough that a security problem could develop?

Should our meetings be "public" either because of law or custom?

To-Dos

1. Using a computer and projection device, list team objectives that could be thwarted by individuals wishing to disrupt or delay the activities or the team.
2. Create a scenario that might happen in a school setting, in which ardent activists might want to disrupt some planning activities (e.g., school closings, land acquisition, bond issues, salary negotiations, etc.).
3. Consider the damage that might be done if someone were able to "break into" the electronic meeting and leave messages.
4. After discussing the potential damage, decide as a team whether your electronic team communications warrant security measures. If so, take appropriate steps to have messages encrypted, to password-protect common meeting forums, etc.

Follow-Up Question

What is the most appropriate way to protect our team communications?

Tips

- Study examples of security breaches in other organizations.
- Study some of the biographies and activities of famous "hackers."

Traps

- Don't assume that no one would resort to "dirty tricks" to sow confusion and disharmony in an electronic team.
- Don't underestimate the damage that can be done by a hostile group or individual penetrating a team communication system.

EXERCISE 101

Coaching Technology-Based Teams

Coaching Technology-Based Teams

101 Electronic Coaching

The team experiments with the concept of using technology to facilitate or tutor members.

If the blind lead the blind, both shall fall into the ditch.

—Matthew 15:14

For related exercises, see:

Section	Exercise	Page
I	#6—Team Roles	25
II	#70—The Coach's Pledge	269
	#71—The Coach's Trench Time	272
III	#82—Electronic Communication	319

Notes/Ideas

101 Electronic Coaching

Electronic coaching is the process in which the coach provides electronic feedback to individuals or team members.

One strategy of electronic coaching involves using e-mail to provide feedback.

Goal

To explore how to be an effective electronic coach

Focus Question

What is the purpose and value of electronic coaching?

To-Dos

1. Give the team an assignment to be turned in electronically (e.g., via e-mail).
2. Assess team members' work and provide feedback to them using e-mail. Provide guidance to those members who need assistance.
3. After completing this exercise and feedback cycle, debrief team members to determine their reactions to electronic coaching.
4. Brainstorm additional strategies that could be used for electronic coaching.
5. Modify your coaching strategies based upon the team's input and brainstorming suggestions.

Follow-Up Questions

What are the advantages and disadvantages of electronic coaching?

How might electronic coaching change the way we work with teams in the future?

Tips

- Remember that electronic coaching may be very difficult, or even impossible, without first building relationships with team members through face-to-face interactions.
- Provide regular, structured electronic feedback.

Traps

- Don't assume that electronic coaching will not and cannot work in technology-based teams.
- Don't try to use electronic coaching to *completely* replace face-to-face coaching.
- Don't expect electronic coaching to work perfectly right away. Remember that you will need to experiment with and explore its use before perfecting it as a leadership strategy.

Suggested Readings

For Technology-Based Teams

Bostrom, R. P., Watson, R. T., & Kinney, S. T. (1992). *Computer augmented teamwork: A guided tour.* New York: Van Nostrand Reinhold.

Galegher, J., Kraut, R. E., & Egido, C. (1990). *Intellectual teamwork: Social and technological foundations of cooperative work.* Hillsdale, NJ: Lawrence Erlbaum Associates.

Henry, J., & Hartzler, M. (1998). *Tools for virtual teams: A team fitness companion.* Milwaukee, WI: ASQ Quality Press.

Johanson, R., Vallee, J., & Spangler, K. (1979). *Electronic meetings: Technical alternatives and social choices.* Reading, MA: Addison-Wesley.

Lipnack, J., & Stamps, J. (1997). *Virtual teams: Reaching across space, time, and organizations with technology.* New York: John Wiley & Sons, Inc.

Mankin, D., Cohen, S., & Bikson, T. (1996). *Teams and technology: Fulfilling the promise of the new organization.* Cambridge, MA: Harvard Business School Press.

Opper, S., & Weiss, H. G. (1992). *Technology for teams: Enhancing productivity in networked organizations.* New York: Van Nostrand Reinhold.

On Coaches and the Coaching Process

Henricks, W. (Ed). (1996). *Coaching, mentoring, and managing.* Franklin Lakes, NJ: Career Press.

Miller, J. B. (1993). *The corporate coach.* New York: St. Martin's Press.

Riley, P. (1993). *The winner within: A life plan for team players.* New York: Putnam.

Zenger, J. H. (1993). *Leading teams: Mastering the new role.* Homewood, IL: Business One Irwin.

Bibliography

Armstrong, T. (1993). *Seven kinds of smart: Identifying and developing your many intelligences.* New York: Plume.

Batten, J. (1989). *Tough-minded leadership.* New York: AMACOM.

Blake, R. R., Mouton, J. S., & Allen, A. (1987). *Spectacular teamwork: How to develop the leadership skills for team success.* New York: Wiley.

Blanchard, K. H. (1990). *One minute manager builds high performance teams.* New York: William Morrow & Company.

Bolman, L. G., & Deal, T. E. (1984). *Modern approaches to understanding and managing organizations.* San Francisco: Jossey-Bass.

Bolman, L. G., & Deal, T. E. (1992). *Reframing organizations: Artistry, choice and leadership.* San Francisco: Jossey-Bass.

Bolman, L. G., & Deal, T. E. (1992). What makes a team work? *Organizational Dynamics, 21* (2), 34–44.

Bostrom, R. P., Watson, R. T., & Kinney, S. T. (1992). *Computer augmented teamwork: A guided tour.* New York: Van Nostrand Reinhold.

Brockett, R. G., & Hiemstra, R. (1992). *Self-direction in adult learning: Perspectives on theory, research, and practice.* London: Routledge.

Butman, J. (1993). *Flying Fox: A business adventure in teams and teamwork.* New York: AMACOM.

Covey, S. R. (1988). *Seven habits of highly effective people.* New York: Fireside.

Dalaimo, D. M. (1997). Electronic sexual harassment. In B. R. Sadler & R. Shoop (Eds.), *Sexual harassment on campus: A guide for administrators, faculty and staff* (pp. 915–107). Needham Heights, MA: Allyn & Bacon.

Deal, T. E., & Kennedy, A. (1982). *Corporate culture.* Reading, MA: Addison-Wesley.

Douglass, M. E., & Douglass, D. N. (1992). *Time management for teams.* New York: AMACOM.

Fisher, B. A. (1980). *Small group decision making: Communication and the group process.* New York: McGraw-Hill.

Fisher, K. (1993). *Leading self-directed work teams: A guide to developing new team leadership skills.* New York: McGraw-Hill.

Fisher, K., Rayner, S., & Belgard, W. (1995). *Tips for teams: A ready reference for solving common team problems.* New York: McGraw-Hill.

Galegher, J., Kraut, R. E., & Egido, C. (1990). *Intellectual teamwork: Social and technological foundations of cooperative work.* Hillsdale, NJ: Lawrence Erlbaum Associates.

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences.* New York: Basic Books.

Godek, G. (1993). *Romance 101: Lessons in love.* Boston: Casablanca Press.

Grenier, R., & Metesm, G. (1992). *Enterprise networking: Working together apart.* New York: Digital Press.

Hackman, R. (1990). *Groups that work—And those that don't.* San Francisco: Jossey-Bass.

Harder, M. A. (1982). *Robert's rules of order and the art of chairing a meeting.* Topeka, KS: Kansas Legislative Administrative Services.

Harrington-Mackin, D. (1994). *The team building tool kit: Tips, tactics, and rules for effective workplace teams.* New York: AMACOM.

Harshman, C. L., & Phillips, S. L. (1994). *Teaming up: Achieving organizational transformation.* San Diego, CA: Pfeiffer & Company.

Helsel, S. K., & Roth, J. P. (Eds.) (1991). *Virtual reality: Theory, practice and promise.* Westport, CT: Meckler.

Hirschhorn, L. (1991). *Managing in the new team environment: Skills, tools, & methods.* Reading, MA: Addison-Wesley.

Jackman, M., & Waggoner, S. (1991). *Star teams—Key players—Successful career strategies for women in the 1990s.* New York: Henry Holt.

Johansen, R., Benson, S., & Mittman, R. (1992). *Leading business teams.* Reading, MA: Addison-Wesley.

Johanson, R., Vallee, J., & Spangler, K. (1979). *Electronic meetings: Technical alternatives and social choices.* Reading, MA: Addison-Wesley.

Katzenback, J. R., & Smith, D. K. (1993). *The wisdom of teams: Creating the high performance organization.* Cambridge, MA: Harvard Business School Press.

Kidder, J. T. (1981). *The soul of a new machine.* New York: Little Brown and Company.

Kline, P., & Saunders, B. (1993). *Ten steps to a learning organization.* Arlington, VA: Great Ocean.

Larson, C., & LaFasto, F. (1989). *Teamwork: What must go right/What can go wrong.* Newbury Park, CA: Sage.

Lazear, D. (1991). *Seven ways of knowing: Teaching for multiple intelligences.* Palatine, IL: Skylight Publishing.

Lewis, J. P. (1993). *How to build and manage a winning project team.* New York: AMACOM.

Lipnack, J. P., & Stamps, J. S. (1993). *The TeamNet factor: Bringing the power of boundary-crossing teams into the heart of your business.* Essex Junction, VT: Oliver Wright.

Leving, J., & Baroudi, J. (1993). *The Internet for dummies.* San Mateo, CA: IDG Books.

Maddux, R. B. (Ed.) (1992). *Team building: An exercise in leadership.* Menlo Park, CA: Crisp Publications.

Maeroff, G. I. (1993). *Team building for school change.* New York: Teachers College Press.

Marquardt, M. J., & Reynolds, A. (1994). *The global learning organization: Gaining competitive advantage through continuous learning.* New York: Irwin.

Martin, D. (1993). *TeamThink: Using the sports connection to develop, motivate, and manage a winning business team.* New York: NAL-Dutton.

Mears, P., & Voehl, F. (1994). *Team building: A structured learning approach.* Delray Beach, FL: St. Lucie Press.

Miller, J. B. (1993). *The corporate coach.* New York: St. Martin's Press.

Opper, S., & Weiss, H. G. (1992). *Technology for teams: Enhancing productivity in networked organizations.* New York: Van Nostrand Reinhold.

Orsburn, J. D., Moran, L., Zenger, J., & Musselwhite, E. (1990). *Self-directed work teams: The new American challenge.* Homewood, IL: Business One Irwin.

Parker, G. M. (1990). *Team players and teamwork: The new competitive business strategy.* San Francisco: Jossey-Bass.

Parker, G. M. (1994). *Cross-functional teams.* San Francisco: Jossey-Bass.

Quinn, B. (1988). *Beyond rational management.* San Francisco: Jossey-Bass.

Riley, P. (1993). *The winner within: A life plan for team players.* New York: Putnam.

Robert, H. M. (1989). *Robert's Rules of Order.* Nashville, TN: T. Nelson.

Rosen, N. A. (1969). *Leadership change and work-group dynamics.* Ithaca, NY: Cornell University Press.

Rosen, N. A. (1989). *Teamwork and the bottom line: Groups make a difference.* Hillsdale, NJ: Lawrence Erlbaum.

Scearce, C. (1993). *100 ways to build teams.* Palatine, IL: Skylight Publishing.

Scholtes, P. R. (1992). *The team handbook: How to use teams to improve quality.* Madison, WI: Joiner Associates.

Schrage, M. (1990). *Shared minds: The new technologies of collaboration.* New York: Random House.

Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization.* New York: Doubleday & Currency.

Sher, B., & Gottlieb, A. (1989). *Teamworks! Building support groups that guarantee success.* New York: Warner.

Shonk, J. H. (1992). *Team-based organizations: Developing a successful team environment.* Homewood, IL: Business One Irwin.

Williams, R. B. (1993). *More than 50 ways to build team consensus.* Palatine, IL: Skylight Publishing.

Zenger, J. H. (1993). *Leading teams: Mastering the new role.* Homewood, IL: Business One Irwin.

Zorfass, J., & Remz, R. (1992). Successful technology integration: The role of communication and collaboration. *Middle School Journal, 23*(5), 39–43.

Zorfass, J. et al. (1991). *Make it happen! Teacher's guide to developing an I-search unit.* Newton, MA: Educational Development Center.

Index

Agenda Setting 21
Angry People 101
Arguments 97
Asking the Right Questions 196
Attendance and Participation 331
Attitudes about Teaming: Want to Go to a Carnival? 50
Basic Technology Competencies 313
Beliefs 115
Benchmarking 259
Benefits and Drawbacks of Teams 13
Brainstorming 76
Brainwriting 79
Celebrations 121
Coach's Pledge, The 269
Coach's Trench Time, The 272
Commitment by Contract 131
Common Team Problems 105
Consensus Building 69
Cooperation 118
Covenant 221
Creativity 64
Decision-Making Strategies 81
Defining Teams and Teamwork 16
Different Teams for Different Purposes 188
Dipsticking for Team Problems 263
Eccentricity and Eccentrics 253
Electronic Brainstorming 347
Electronic Cliques 365
Electronic Coaching 385
Electronic Collaboration 316
Electronic Communication 319
Electronic Compatibility 322
Electronic Meetings 307
Electronic Polling and Voting 350
Electronic Quorum 353
Electronic Record-Keeping 310
Electronic Social Interaction 325
Electronic Verification 380
Elevating Goals 199
Emerging Technologies 295
Empowerment 205
Evaluation and Team Dialogue 135
Evolution of Computing, The 283
Exploring Team Relationships: Going to the Movies 228
Finding Time for Teaming 45
Fist to Five: A Consensus-Building Strategy 72
Flaming 368
Food 124
Forgiveness 250
Functional Teams 241
Gender Equity in Technology-Based Teams 374
Goal Clarity 202
Growth and Progress 138
How Not to Communicate 110
Humor and Team Productivity 126
Identifying Team Responsibilities 185
Information Literacy 334
Internet, The 298
Interdependence 244
Large-Team Consensus Building 85
Levels of Technology Use 287
Longevity 247
Managing Different Levels of Technology Expertise 303
Measuring Opinions 88
Membership 42
Morale 108
Multivoting 91
Naming Your Team 39
Netiquette 377
Notebooks 36
Open Meetings 359
Overcoming Resisters 149

Participation 55
Passion 180
Playing 234
Random Acts of Kindness 231
Results-Driven Teams 167
Robert's Rules of Order 357
Search Strategies 336
Selecting Team Members 33
Seven Steps toward Increased Team
  Productivity 152
Sexual Harassment 371
Skill Indicators 209
Success Features 170
Successful Teams: A Six-Point
  Reminder for Coaches 155
Strategies for Using Electronic
  Collaboration 339
Team Effort in Crisis: Flight 232 212
Team Feedback 141
Team Member's Oath, The 225
Team Roles 25
Team Rules 58
Team Size 29
Team Structures 174
Time Management 192
Trust Building 61
Unified Commitment 177
Unlearning 215
Using Technology:
  Four Team Choices 291
Videoconferencing 343
Why Become a Team Member? 10
Why Teams? 7

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC
Educational Resources Information Center

NOTICE

Reproduction Basis

☒ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").

EFF-089 (1/2003)